

# Latin

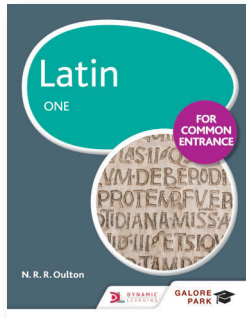
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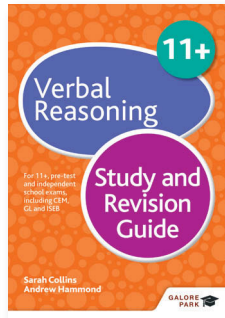


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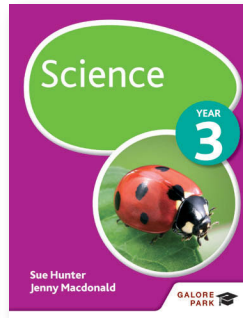
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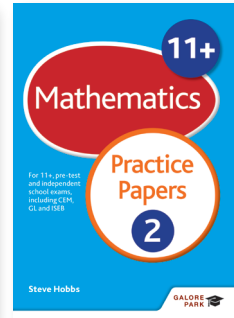
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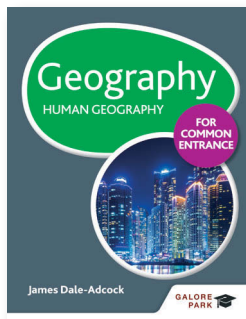
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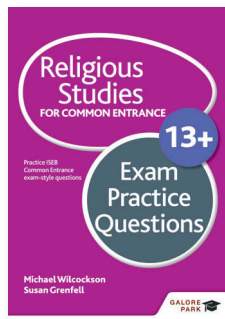
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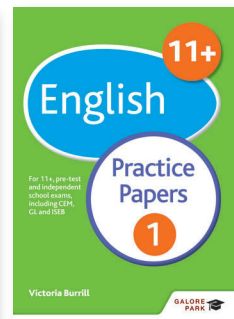
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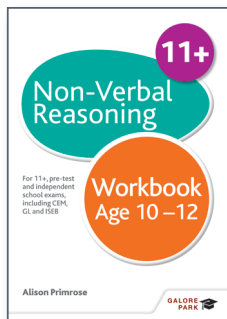
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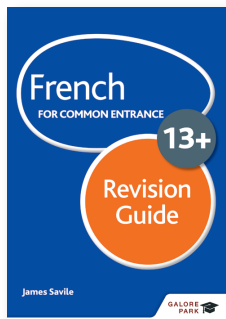
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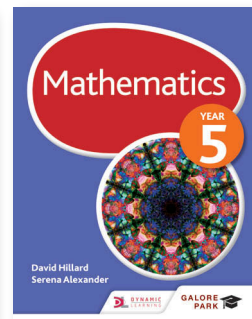
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# Latin

ONE

FOR  
COMMON  
ENTRANCE

**N. R. R. Oulton**

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# About the author

Nicholas Oulton read History at Oriel College, Oxford and has an MA in Classics from London University. He taught Latin and Greek for ten years before writing the *So you really want to learn Latin* course and founding Galore Park in 1998.

## Acknowledgements

The author and the publisher would like to thank Stephen Anderson for his generosity and support in producing this book.

Stephen Anderson studied classics at Trinity College, Dublin and St John's College, Cambridge. From 1980 to 2015 he taught at Winchester College, where he was Head of Classics from 1984 to 2008 and subsequently Senior Tutor. In October 2015 he took up a new post as Lecturer in Classical Languages at New College, Oxford.

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# Introduction

*Latin is a language, as dead as dead can be.  
It killed the ancient Romans, and now it's killing me.*

Well, if this is true, why are we learning Latin now?

At the height of their power, around two thousand years ago, the Romans ruled an empire which extended to most of modern Europe and beyond to Palestine, Egypt and north Africa. Their skill at engineering and construction was unmatched until the 20th century, and their form of administration, considering the size of their empire, was remarkable. But they could also be a cruel, bloodthirsty lot, who enjoyed watching animals being torn to bits in the arena, or gladiators fighting to the death with tridents.

In this book we will begin to learn the language of the Romans, Latin, which is the basis for so much of our own English language and that of many other European languages. We will learn a little about the origins of Rome, and read stories of her early heroes such as Romulus, Horatius, Cloelia and Mucius Scaevola. We will also learn a little about the Trojan War, which the Romans loved to read about, and Ulysses (whom the Greeks called Odysseus), whose adventures on the way home from Troy inspired some of the greatest literature of the classical age.

To help with the correct pronunciation of Latin, we have marked the vowels on the Latin words where these should be pronounced as long with a mark called a macron (e.g. nārrat, fēmina, īnsula, rogō, tūtus). Occasionally, where people tend to pronounce a vowel as long when it should be short, we have marked it with a mark called a breve, as in the word egō which has a short o at the end, not a long one.

When you see Latin in exam papers and practice exercises, and indeed in many other places, these long and short vowels are not marked. However, while you are learning the language, which should be read aloud as often as possible, we hope you will find these marks useful.

Vocabularies for learning are given at the end of each chapter, and a complete set of English–Latin and Latin–English vocabularies is given at the end. There is a summary of all the grammar that you cover in this book at the back, and you will also find there a more detailed guide to pronunciation.

Latin is the most wonderful language, and we hope you enjoy this introductory course.

## Notes on features in this book

### Exercise

Exercises are provided to give you plenty of opportunities to practise what you have learned.

Useful rules and reminders are scattered throughout the book.

The box on the right makes it clear that you are studying a non-linguistic topic required by the ISEB Classics syllabus. Non-linguistic topics are about:

- aspects of domestic life in Rome
- early Roman legends
- Roman entertainment
- the Roman army
- Roman Britain
- Greek mythology.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

### Go further

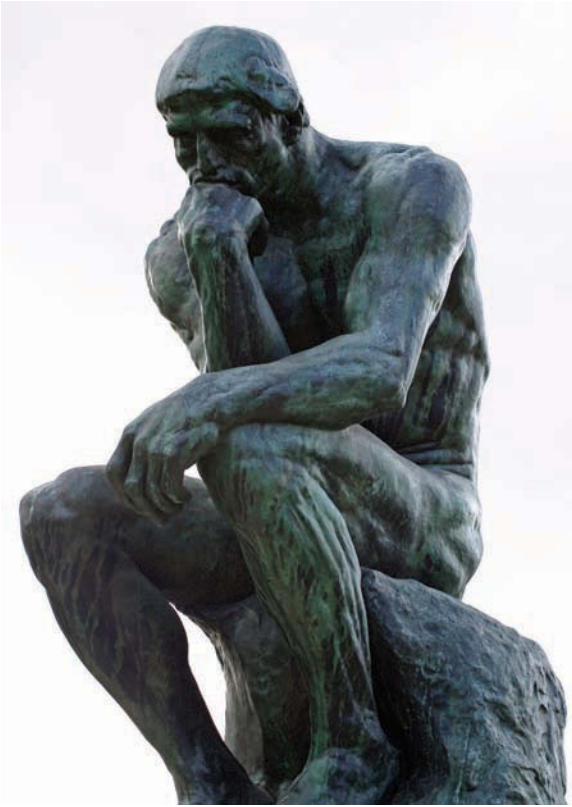
This heading highlights material that is beyond the requirements of the ISEB syllabus. You do not need to remember this material for your exam, but it will help you understand some interesting aspects of the language.

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# 1

## Verbs like *amō*; personal pronouns

### ○ *Cogitō ergo sum*



■ Auguste Rodin's 'The Thinker'

The Latin phrase '*cogitō ergo sum*' means 'I think, therefore I am'. In this book we are going to learn to *think*, if not *be*, like the Romans, and we will begin by learning about verbs and the way the Romans used them.

There are two main types of verb: regular and irregular. The first regular verb we are going to learn is *amō*, which means I love or I like.

## ○ Amō – present tense

amō = I love, I like		
1st person singular	am-ō	I love
2nd person singular	amā-s	You (sing.) love
3rd person singular	ama-t	He, she or it loves
1st person plural	amā-mus	We love
2nd person plural	amā-tis	You (pl.) love
3rd person plural	ama-nt	They love

Notice how the **STEM** (the front end) of the verb tells us *what* is being done, and the **ENDINGS** (the back end) tell us *who or what* is doing it.

Verbs can be used in a number of different **TENSES**. The **present tense** tells us what is happening now.

The **present stem** of amō is amā-, which contracts to am- in the first person singular of the present tense.

## ○ Verbs like amō

Verbs are divided into four main groups called **CONJUGATIONS**.

Verbs of the 1st conjugation go like amō. Thus cantō = I sing and aedificō = I build go:

1st person singular	cant-ō	I sing
2nd person singular	cantā-s	You sing
3rd person singular	canta-t	He, she, it sings
1st person plural	cantā-mus	We sing
2nd person plural	cantā-tis	You sing
3rd person plural	canta-nt	They sing
1st person singular	aedific-ō	I build
2nd person singular	aedificā-s	You build
3rd person singular	aedifica-t	He, she, it builds
1st person plural	aedificā-mus	We build
2nd person plural	aedificā-tis	You build
3rd person plural	aedifica-nt	They build

Notice how cantō and aedificō, written out in the present tense, use exactly the same endings as amō. *All* 1st conjugation verbs copy amō in this way. N.B. The hyphen between the stem and the endings is only given to help you recognise the two parts of the word. You do not need to use hyphens in the exercises that follow.

## Exercise 1.1

Write out the present tense of the following verbs, *together with their meanings*:

- |                   |                     |
|-------------------|---------------------|
| 1 vocō = I call   | 3 festinō = I hurry |
| 2 nāvigō = I sail | 4 labōrō = I work   |

## Exercise 1.2

Translate into English:

- |               |               |
|---------------|---------------|
| 1 cantat.     | 6 festinātis. |
| 2 amās.       | 7 labōrās.    |
| 3 nāvigās.    | 8 aedificō.   |
| 4 vocātis.    | 9 cantās.     |
| 5 aedificant. | 10 vocat.     |

## Exercise 1.3

Translate into Latin:

- |                            |                    |
|----------------------------|--------------------|
| 1 We love.                 | 6 You (pl.) like.  |
| 2 You (sing.) are sailing. | 7 We sing.         |
| 3 They are hurrying.       | 8 It sails.        |
| 4 He sails.                | 9 You (pl.) build. |
| 5 She is calling.          | 10 He is singing.  |

## Exercise 1.4

Translate into English:

- |              |              |
|--------------|--------------|
| 1 cantant.   | 6 festinās.  |
| 2 amātis.    | 7 labōrātis. |
| 3 nāvigātis. | 8 vocō.      |
| 4 vocāmus.   | 9 cantāmus.  |
| 5 aedificat. | 10 vocant.   |

## Exercise 1.5

Translate into Latin:

- |                    |                              |
|--------------------|------------------------------|
| 1 We are building. | 6 I love.                    |
| 2 They sing.       | 7 You (pl.) call.            |
| 3 She is hurrying. | 8 He is sailing.             |
| 4 They sail.       | 9 We call.                   |
| 5 We are working.  | 10 You (sing.) are hurrying. |

### And, but, not

Verbs may be joined by the conjunctions *et* = 'and' or *sed* = 'but'. Thus:

*amat et cantat* = He loves and sings.

They may be made negative by using the adverb *nōn* = 'not'. Thus:

*nōn amat* = He does not love.

### Personal pronouns

We know who is doing a Latin verb by looking at the verb ending.

E.g. *amāmus* = *we* love.

*cantat* = *he/she* sings.

But sometimes, for emphasis, personal pronouns are used.

Singular		Plural
1st person	<i>egō</i> = I	<i>nōs</i> = we
2nd person	<i>tū</i> = you	<i>vōs</i> = you

E.g. *egō cantō sed tū labōrō*.

*I* am singing but *you* are working.

## Exercise 1.6

Translate the following. Some new verbs are used (from Vocabulary 1 at the end of the chapter).

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 1 rogant et vocant.               | 6 pugnant et superant.      |
| 2 nōn cantat.                     | 7 pugnat sed nōs labōrāmus. |
| 3 vōs spectātis sed nōs cantāmus. | 8 vocat et festīnat.        |
| 4 festīnātis et labōrātis.        | 9 tū pugnās sed egō superō. |
| 5 vōs nōn vocātis.                | 10 nōn pugnāmus.            |

## Exercise 1.7

Translate into English:

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1 egō labōrō sed tū cantās.       | 6 vōs nōn cantātis.                  |
| 2 tū ambulās sed nōs festīnāmus.  | 7 tū nōn clāmās.                     |
| 3 nōs nāvigāmus et vōs ambulātis. | 8 nōs labōrāmus et clāmāmus.         |
| 4 vōs clāmātis.                   | 9 tū vocās et egō cantō.             |
| 5 egō festīnō sed tū ambulās.     | 10 nōs ambulāmus sed vōs festīnātis. |

## Exercise 1.8

Translate into Latin, using pronouns for emphasis:

- 1 I work and you (pl.) sing.
- 2 You (sing.) do not work.
- 3 We are fighting.
- 4 I am not walking.
- 5 We do not sing.
- 6 You (pl.) are fighting and we are watching.
- 7 We are building.
- 8 You (sing.) are hurrying.
- 9 We sail and you (pl.) fight.
- 10 I am not shouting.

## English derivations

Many English words are derived from Latin ones. It is often possible to work out the meaning of an English word if you recognise the Latin *root* from which it is derived.

E.g. the English adjective *pugnacious* comes from the Latin verb *pugnō* = I fight and describes someone who likes fighting.

### Exercise 1.9

Copy and complete the table below to show the origin of English words. The first one has been done for you.

Latin word	Meaning of Latin word	English word derived from it
amō	I love	amorous
1 spectō		
2 clāmō		
3 labōrō		
4 nāvigō		
5 vocō		

## Learning vocabulary

There are 200 words to learn on the Level 1 Common Entrance syllabus, and we are going to learn them at the rate of 20 per chapter. When you learn vocabulary, always make sure that you know the word 'both ways'. In other words, first learn that *aedificō* means 'I build', but then learn that the Latin for 'I build' is *aedificō*. You only know the word properly when you can do it both ways.

## Vocabulary 1

Latin	English
aedificō	I build
amō	I love, like
cantō	I sing
clāmō	I shout
festinō	I hurry
labōrō	I work
nāvigō	I sail

Latin	English
parō	I prepare
pugnō	I fight
spectō	I watch
superō	I overcome
vocō	I call
nōn	not
et	and
sed	but
egō	I
tū	You (sing.)
nōs	We
vōs	You (pl.)

## The origins of Rome

According to legend Rome was founded by Romulus in 753 BC. However the story starts long before that, dating back to the time of the Trojan War. The ancient city of Troy was captured and destroyed in around 1250 BC by a Greek army led by Agamemnon, king of Mycenae. All its inhabitants were either killed or led into slavery; all, that is, except for a brave band of men led by the Trojan prince, Aeneas. This man, the son of the goddess Venus, was ordered to set out from the burning city, carrying the household gods, with his aged father Anchises on his back and holding his young son Ascanius (or Iulus) by the hand. After many adventures and a long, dangerous journey, during which he met and fell in love with the Carthaginian Queen, Dido, Aeneas eventually arrived in Italy. There he fought with a local prince, Turnus, for the right to marry Lavinia, daughter of King Latinus. After defeating Turnus, Aeneas married the girl and built a new city which he named Lavinium. The story of Aeneas is told in Virgil's great epic poem the *Aeneid*.

Aeneas's son, Ascanius, soon left Lavinium and went off to found his own city. It was in this city, Alba Longa, many generations later, that the true founder of Rome, Romulus, was born.



■ Aeneas carrying his father Anchises – engraving from a Greek vase

# 2

## Nouns like puella; the six cases

### Nouns like puella

In the same way that verbs in Latin have endings to show *who* is doing the verb, **nouns** in Latin have endings to show what part the noun is playing in the sentence.

As with verbs, nouns are divided up into groups, and these are called **DECLENSIONS**. Nouns of the 1st declension decline like puella:

Singular		
Nominative	puell-a	Girl (subject)
Vocative	puell-a	O girl!
Accusative	puell-am	Girl (object)
Genitive	puell-ae	Of a girl
Dative	puell-ae	To/for a girl
Ablative	puell-ā	By/with/from a girl
Plural		
Nominative	puell-ae	Girls (subject)
Vocative	puell-ae	O girls!
Accusative	puell-ās	Girls (object)
Genitive	puell-ārum	Of the girls
Dative	puell-īs	To/for the girls
Ablative	puell-īs	By/with/from the girls

### The six cases

Nouns in Latin can be put into one of six **CASES** (nominative, vocative, accusative, genitive, dative or ablative) and can be singular or plural.

The **Nominative** case is used to show that the noun is the **subject** of the sentence, i.e. that the noun is the person or thing *doing the verb*.

The **Vocative** case is used for **addressing** the noun. Thus, if the noun were a name such as Cassia we would put her into the vocative case when addressing her: 'Cassia, how nice to see you!'

The **Accusative** case is used to show that the noun is the **object**, i.e. the person or thing *to which the verb is being done*.

The **Genitive** case is used for 'of'.

The **Dative** case is used for 'to' or 'for'.

The **Ablative** case is used for 'by', 'with' or 'from'. Note that the ablative singular ends in a long ā, which makes it sound different from the nominative and vocative singular, which both end in a short a.

Latin has no definite or indefinite article. Thus *puella* = girl or *the* girl or *a* girl – depending on the context.

## Exercise 2.1

Study the information above about *puella*. Notice how the ending of a Latin noun changes to reflect its meaning. All nouns of the 1st declension go like *puella*. We could thus write out the 1st declension nouns *nauta* = a sailor, and *agricola* = a farmer, as follows:

Nominative	naut-a	agricol-a
Vocative	naut-a	agricol-a
Accusative	naut-am	agricol-am
Genitive	naut-ae	agricol-ae
Dative	naut-ae	agricol-ae
Ablative	naut-ā	agricol-ā
Nominative	naut-ae	agricol-ae
Vocative	naut-ae	agricol-ae
Accusative	naut-ās	agricol-ās
Genitive	naut-ārum	agricol-ārum
Dative	naut-īs	agricol-īs
Ablative	naut-īs	agricol-īs

This is called writing out a noun in full. Write out the following nouns in full:

- 1 *incola* = inhabitant
- 2 *rēgīna* = queen
- 3 *ancilla* = slave-girl
- 4 *poēta* = poet

## Exercise 2.2

Study the information above about the different meanings for each of the six cases. Then give the Latin for:

- |                  |                         |
|------------------|-------------------------|
| 1 Of the farmer  | 6 The farmers (subject) |
| 2 To the sailor  | 7 The farmer (object)   |
| 3 Of a poet      | 8 For the sailors       |
| 4 By a spear     | 9 O queen!              |
| 5 O slave-girls! | 10 Of the poets         |

## Subjects and objects

The most important distinction which you must learn to make when dealing with nouns is that between subject and object.

- The subject of a sentence is the person or thing *doing the verb*.  
E.g. The girl loves the farmer.  
In this example, the *girl* is the subject because she is doing the loving.
- The object is the person or thing *having the verb done to him or her or it*. Thus in our example above, the *farmer* is the object because he is the one getting loved.

We can thus set out a simple English sentence using the initial **S** for subject, **V** for verb and **O** for object as follows:

<b>S</b>	<b>V</b>	<b>O</b>
The girl	loves	the farmer.
<b>S</b>	<b>V</b>	<b>O</b>
The farmers	watch	the girls.

We can do the same for Latin sentences. The subject goes in the **nominative case** and the object goes in the **accusative case**. The verb usually goes at the end.

<b>S</b>	<b>O</b>	<b>V</b>
puella	agricolam	amat.
<b>S</b>	<b>O</b>	<b>V</b>
agricolae	puellās	spectant.

Notice how the important thing in Latin is not the word order but the **ENDINGS** on the words. When working out which noun is the subject and which is the object, you need to look at the endings. The following table will help:

	Subject	Object
<b>Singular</b>	-a	-am
<b>Plural</b>	-ae	-ās

### Exercise 2.3

Copy the following Latin sentences and look very carefully at the endings on the nouns. Write S over the subject, O over the object and V over the verb. Then translate them into English.

- |                            |                           |
|----------------------------|---------------------------|
| 1 agricola puellam amat.   | 6 fēmina aquam nōn parat. |
| 2 agricola nautās superat. | 7 agricolae viam parant.  |
| 3 fēmina puellam amat.     | 8 nauta sagittās parat.   |
| 4 nauta agricolam superat. | 9 nautae īnsulam amant.   |
| 5 puellae agricolam amant. | 10 poētae deam nōn amant. |

### Exercise 2.4

Translate into English:

- |                             |  |
|-----------------------------|--|
| 1 nautae incolās superant.  | 6 agricola terram spectat.             |
| 2 fēminae agricolās vocant. | 7 viam parant.                         |
| 3 dea īram nōn amat.        | 8 aquam spectāmus.                     |
| 4 nautae pecūniam parant.   | 9 nautae īnsulam nōn spectant.         |
| 5 rēgīna ancillam vocat.    | 10 poēta sagittās nōn amat sed pugnat. |

### Exercise 2.5

Translate into English:

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1 fēmina et puella ambulant.        | 6 egō aquam nōn amō.                |
| 2 agricolae et nautae pugnant.      | 7 tū pecūniam amās.                 |
| 3 fēmina patriam nōn amat.          | 8 nōs sagittās et pecūniam parāmus. |
| 4 nauta agricolam superat.          | 9 vōs īnsulam spectātis.            |
| 5 agricola puellās et poētās vocat. | 10 poētae ancillās vocant.          |

## Exercise 2.6

Translate into English:

- |  |                                  |
|--|----------------------------------|
| 1 agricolae viam nōn parant.           | 6 vōs patriam et insulam amātis. |
| 2 nautae agricolās spectant.           | 7 agricola poētā nōn amat.       |
| 3 fēmina pecūniā parat.                | 8 egō hastās et sagittās parō.   |
| 4 ancilla et poēta agricolam spectant. | 9 tū viam spectās.               |
| 5 nōs viam aedificāmus.                | 10 ancilla rēginā et poētā amat. |

### Subject 'in the verb'

The subject of a sentence is sometimes a noun (e.g. the sailors) and sometimes a pronoun (e.g. we). When the subject is a noun, we put that noun into the nominative case in Latin. When it is a pronoun, we say that the subject is 'in the verb', because the pronoun does not normally appear as a separate word (as it does in English); we only know who is doing the verb by looking at the ending.

If we wish to analyse the Latin for a sentence in which the subject is 'in the verb', there will be no noun to write S over, so we write V+S over the verb.

S	O	V		S	V	O
puella	agricolam	amat	=	The girl	loves	the farmer
	O	V+S		S	V	O
	agricolam	amat	=	She	loves	the farmer

When a sentence has its subject 'in the verb', the first word we see in Latin will most probably be the object. When this happens, you must always translate the verb first, or you will end up muddling your subject with your object.

## Exercise 2.7

Translate into English:

- |                         |                          |
|-------------------------|--------------------------|
| 1 insulam spectant.     | 6 incolās nōn superāmus. |
| 2 terram parat.         | 7 viam parat.            |
| 3 pecūniā nōn amāmus.   | 8 patriam nōn amās.      |
| 4 aquam parant.         | 9 fēminā superant.       |
| 5 sagittās nōn parātis. | 10 deam nōn amant.       |

## Exercise 2.8

Translate into English:

- |                                |                            |
|--------------------------------|----------------------------|
| 1 incolae īnsulam habitant.    | 6 incolās nōn spectāmus.   |
| 2 agricolae terram nōn parant. | 7 agricola vīam parat.     |
| 3 rēgīnam et pecūniam amat.    | 8 deam nōn amātis.         |
| 4 puellae aquam parant.        | 9 incolae ancillam vocant. |
| 5 vōs hastās parātis.          | 10 aquam amat.             |

## Exercise 2.9

Analyse the following sentences by writing S, V and O over the English words. Then complete the Latin nouns with the correct endings.

- |   |   |
|---|---|
| 1 The farmer loves the girl.<br>agricol— puell— amat.           | 6 The farmers overcome the sailors.<br>agricol— naut— superant. |
| 2 The girls love the queen.<br>puell— rēgīn— amant.             | 7 The inhabitants prepare the arrows.<br>incol— sagitt— parant. |
| 3 The sailors love the girls.<br>naut— puell— amant.            | 8 The goddess loves the poet.<br>de— poēt— amat.                |
| 4 The girls love poets.<br>puell— poēt— amant.                  | 9 He watches the sailors.<br>naut— spectat.                     |
| 5 The sailors overcome the farmers.<br>naut— agricol— superant. | 10 We overcome the inhabitants.<br>incol— superāmus.            |

## Verbs in the sentence

The verb in Latin very often, but not always, comes at the end of the sentence.

E.g. The girl loves the farmer = puella agricolam **amat**.

E.g. The farmers love the girl = agricolae puellam **amant**.

But notice, too, how the *verb ending* changes to reflect who is doing the verb. In the first example the subject was *the girl*, and so the verb ending was 3rd person singular (for 'she'). But in the second example the subject was *the farmers*, so the verb ending was 3rd person plural (for 'they').

## Exercise 2.10

Put S over the subject, O over the object and V over the verb. Then add the correct endings to the Latin words.

- |   |   |
|---|---|
| 1 The farmers love the women.<br>agricol—    fēminās    ama—.         | 6 The sailor overcomes the farmers.<br>naut—    agricolās    supera—. |
| 2 The sailors love girls.<br>nautae    puell—    ama—.                | 7 The woman loves the goddess.<br>fēmina    de—    ama—.              |
| 3 The sailor watches the girl.<br>naut—    puellam    specta—.        | 8 The poet calls the farmer.<br>poēt—    agricolam    voca—.          |
| 4 The girl watches the sailor.<br>puella    naut—    specta—.         | 9 We prepare the water.<br>aqu—    parā—.                             |
| 5 The sailors overcome the farmers.<br>nautae    agricol—    supera—. | 10 They prepare the way.<br>vi—    para—.                             |

## Go further

### Word order in Latin

As you have seen, Latin uses ENDINGS to show what the words in a sentence are doing. The subject *normally* comes first; the verb *normally* comes at the end.

But sometimes this normal word order is changed, usually to give a particular emphasis. If we really want to emphasise the verb, for example, which normally comes last, we put it first in the sentence. If we really want to emphasise the subject, which normally comes first, we put it last.

E.g. agricolam superat puella = The *girl* is overcoming the farmer.

(We are emphasising the fact that it is the girl who is overcoming the farmer, not someone else.)

E.g. cantant agricolae = The farmers are *singing*.

(We are emphasising the fact that the farmers are singing, rather than doing something else.)

It is thus really important that you learn to look at the endings of the Latin words, and not to rely on the word order to help you guess the meaning.

## Exercise 2.11

Translate into English, paying attention to the endings, not the word order:

- |                               |                                |
|-------------------------------|--------------------------------|
| 1 puella agricolam spectat.   | 6 spectant agricolae puellās.  |
| 2 agricolam puella spectat.   | 7 fēmina ancillās vocat.       |
| 3 nautās agricola nōn amat.   | 8 ancillās nōn vocant.         |
| 4 agricola nautās nōn amat.   | 9 cantant puella et fēmina.    |
| 5 puellae agricolās spectant. | 10 puellae et fēminae cantant. |

## Exercise 2.12

Translate the following into English:

- |                            |   |
|----------------------------|---|
| 1 fēmina aquam parat.      | 6 vōs sagittās parātis.                 |
| 2 aquam nōn parat.         | 7 ancillae nōn labōrant.                |
| 3 agricolae patriam amant. | 8 nōn labōrāmus.                        |
| 4 patriam nōs amāmus.      | 9 agricola fēminam et ancillam spectat. |
| 5 nautae sagittās parant.  | 10 fēminam et ancillam spectant.        |

## Exercise 2.13

Translate into Latin:

- 1 The sailors love the fatherland.
- 2 The farmer is working.
- 3 He is preparing the road.
- 4 The sailors are not fighting.
- 5 The farmers prepare a way.
- 6 She does not hurry.
- 7 They do not love water.
- 8 The girl is singing.
- 9 The woman is calling the slave-girls.
- 10 They are not singing.

## Go further

### Transitive and intransitive verbs

A sentence need not necessarily have a direct object. E.g. 'The girl is working' has a subject (*the girl*) and a verb (*is working*) but no object.

TRANSITIVE verbs (such as call, prepare, build, etc.) usually govern a direct object.

E.g. He prepares the water = *aquam parat*.

INTRANSITIVE verbs (such as work, hurry, walk, etc.) do not govern a direct object.

E.g. He is walking = *ambulat*.

### The verb 'to be'

We have seen how regular verbs (like *amō*) behave. Now we are going to meet an irregular verb, *sum* = I am.

1st person singular	<i>sum</i>	I am
2nd person singular	<i>es</i>	You (sing.) are
3rd person singular	<i>est</i>	He, she or it is
1st person plural	<i>sumus</i>	We are
2nd person plural	<i>estis</i>	You (pl.) are
3rd person plural	<i>sunt</i>	They are

The verb 'to be' tells us, not what someone is *doing*, but what they are *being*.

E.g. *Claudia fēmina est* = Claudia is a woman.

E.g. *Flāvia ancilla est* = Flavia is a slave-girl.

E.g. *nautae sumus* = We are sailors.

Note that you cannot have an object after the verb 'to be'. The nouns both sides of the verb 'to be' go in the nominative case because they both refer to the subject.

Note, also, that names (such as *Flāvia* or *Claudia*) are nouns, and behave in the same way as other nouns, changing their endings to show whether they are the subject or the object.

E.g. *Flāvia Claudiam spectat* = Flavia watches Claudia.

## Exercise 2.14

Translate into English:

- |                       |  |
|-----------------------|--|
| 1 agricola sum.       | 6 Flāvia et Iulia ancillae sunt.       |
| 2 nauta es.           | 7 Cassia fēmina est.                   |
| 3 Flāvia ancilla est. | 8 Flāvia ancilla nōn est.              |
| 4 agricolae sumus.    | 9 Claudia et Sulpicia puellae sunt.    |
| 5 nautae estis.       | 10 Flāvia et Iulia agricolae nōn sunt. |

## Exercise 2.15

Translate into Latin:

- |                        |                                      |
|------------------------|--------------------------------------|
| 1 He is a poet.        | 6 You (pl.) are not farmers.         |
| 2 She is a slave-girl. | 7 They are not poets.                |
| 3 Cassia is a woman.   | 8 He is a sailor.                    |
| 4 I am a farmer.       | 9 Cassia and Flavia are slave-girls. |
| 5 We are sailors.      | 10 You (sing.) are a sailor.         |

## Exercise 2.16

Translate into English:

- |                         |                            |
|-------------------------|----------------------------|
| 1 ancilla est.          | 6 vōs ancillae estis.      |
| 2 nautae sumus.         | 7 tū poēta es.             |
| 3 rēgīna dea nōn est.   | 8 egō deam spectō et amō.  |
| 4 incola poēta nōn est. | 9 incola agricola nōn est. |
| 5 nōs agricolae sumus.  | 10 Flāvia ancilla est.     |

## Exercise 2.17

Translate into Latin:

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1 We love the poets.               | 6 They call the farmer.              |
| 2 The sailor loves water.          | 7 I do not like the poet.            |
| 3 They overcome the country.       | 8 They watch the queen.              |
| 4 The woman loves water.           | 9 You (pl.) are building a road.     |
| 5 He does not overcome the sailor. | 10 She does not call the slave-girl. |

## Exercise 2.18

Copy and complete the table below to show the connection between English and Latin words. The first one has been done for you.

English word	Latin word	Meaning of Latin word
amorous	amō	I love
1 feminine		
2 aquatic		
3 insular		
4 laborious		
5 navigate		

## ○ Translating from Latin: golden rules

For the Romans, speaking and writing in Latin was very simple. They put the subject in the nominative case, the object in the accusative case, and the verb at the end with the correct ending. For us, translating *out of* Latin can be a touch tricky at first, but if you follow a few golden rules, you should be fine:

### 1 Always look at the verb first.

The verb tells us what is happening, and who is doing it. Look at the ending of the verb to see which person it is (I, you, he, etc.). The verb is often *but not always* at the end of the sentence.

### 2 Look for a noun in the nominative case.

Unless the subject is 'in the verb' there will be a noun in the nominative case. If the verb is singular (he, she or it), this noun will be nominative singular. If the verb is plural (they) the noun will be nominative plural (or two or more nouns in the nominative joined by 'and').

### 3 Look for a noun in the accusative case.

The object, if there is one, will be in the accusative case. As a general rule you should *never translate an accusative case before the verb*. If you do, you will probably have muddled your subject with your object.

It will help if you analyse the sentence by writing V over the verb, S over the subject, and O over the object. Remember, if the subject is 'in the verb', write V+S over the verb. Note that it is the *endings*, not the word order, which shows whether a noun is the subject or object.

	<b>S</b>	<b>O</b>	<b>V</b>
E.g.	puella	agricolam	amat
	and		
	<b>O</b>	<b>S</b>	<b>V</b>
	agricolam	puella	amat

both mean *the girl loves the farmer*.

## Exercise 2.19

Translate into English:

- 1 ancillae fēminās nōn amant.
- 2 fēminās nōn amant.
- 3 rēgīna deam spectat.
- 4 deam spectat.
- 5 nōs agricolam spectāmus.
- 6 vōs ancillās vocātis.
- 7 pecūniam poēta spectat.
- 8 viam aedificant et terram parant.
- 9 ancillae nōn festinant.
- 10 agricolam spectātis.

## Nouns in the vocabulary

When we list nouns in the vocabulary, we give three pieces of information: the genitive singular ending, the gender and the meaning. All three must be learnt.

The genitive singular ending for nouns of the 1st declension is -ae, and so all 1st declension nouns will appear in the vocabulary with the letters -ae after them, e.g. agricola, -ae. Alternatively, the genitive singular may sometimes be written in full, e.g. agricola, agricolae.

The gender of a noun may be masculine (m.), feminine (f.), common (c.) or neuter (n.). *Common* means that the noun can be either masculine or feminine. *Neuter* is the Latin for neither, and means simply that the noun is neither masculine nor feminine (rather like the English 'it'). We will meet some neuter nouns in Chapter 4.

## Vocabulary 2

Latin	English
agricola, -ae, m.	farmer
ancilla, -ae, f.	slave-girl
aqua, -ae, f.	water
dea, -ae, f.	goddess
fēmina, -ae, f.	woman
fīlia, -ae, f.	daughter
hasta, -ae, f.	spear
incola, -ae, c.	inhabitant
īnsula, -ae, f.	island
īra, -ae, f.	anger
nauta, -ae, m.	sailor
patria, -ae, f.	country, fatherland
poēta, -ae, m.	poet
puella, -ae, f.	girl
rēgīna, -ae, f.	queen
sagitta, -ae, f.	arrow
terra, -ae, f.	land, ground
via, -ae, f.	road, street, way
sum	I am

## Romulus and Remus

Aeneas's son Ascanius left Lavinium to build his own city, Alba Longa. Many generations later the king of Alba Longa, Proca, died leaving two sons, Numitor and Amulius. The younger son, Amulius, seized the throne from Numitor and locked up his brother's daughter, Rhea Silvia, forcing her to become a Vestal Virgin. Vestal Virgins were not allowed to marry.

According to the legend, the god Mars took pity on Rhea Silvia and fell in love with her. Nine months later twin boys, Romulus and Remus, were born, but the babies were immediately discovered and thrown into the River Tiber.

However, it so happened that the river was flooded at the time and when the flood subsided, Romulus and Remus were washed up on the river bank where they were found by a she-wolf. Legend has it

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

that the twins were suckled by the she-wolf, and a famous bronze statue in Rome commemorates this tradition (see below). A few days later the boys were found in the she-wolf's cave by a shepherd called Faustulus, who brought the boys up as his own and trained them to be shepherds.

Some years later, the twins became involved in a dispute between shepherds working for King Amulius and those working for their grandfather, Numitor. Some of Numitor's men dragged Remus before Numitor, accusing him of having stolen some sheep. Numitor thought he recognised the boy, and when Romulus arrived to rescue his brother, and Numitor saw the twins together, he knew that these were his long lost grandsons. He told the twins the story of their birth, and how he himself had been dispossessed by his wicked younger brother. Romulus and Remus were outraged and together they drove Amulius from the kingdom and restored Numitor to the throne.

## Exercise 2.20

Find out what you can about the birth of Romulus and Remus.

- (a) Tell the story of how Romulus and Remus came to be brought up by a shepherd.
- (b) To what extent do you think the Romans believed every detail of the story?



■ Romulus and Remus feeding from the she-wolf

# 3

## The imperfect tense; using all the cases

### The imperfect tense

So far you have met *amō* and *sum* in the present tense, but we now need to learn how verbs work in the imperfect tense. The imperfect tense refers to a continuous action in the past. Thus, if we wish to know what *was happening* or *happened* in the past, we use the imperfect tense. To form the imperfect tense of *amō*, all we do is add a different set of endings to the present stem (*amā-*):

<i>amā-bam</i>	I was loving, loved
<i>amā-bās</i>	You (sing.) were loving, loved
<i>amā-bat</i>	He, she, it was loving, loved
<i>amā-bāmus</i>	We were loving, loved
<i>amā-bātis</i>	You (pl.) were loving, loved
<i>amā-bant</i>	They were loving, loved

### Exercise 3.1

Translate into English:

- |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|
| 1 <i>clāmābat.</i>    | 5 <i>festinābam.</i>  | 8 <i>cantābant.</i>   |
| 2 <i>habitābāmus.</i> | 6 <i>aedificābās.</i> | 9 <i>superābātis.</i> |
| 3 <i>labōrābant.</i>  | 7 <i>nāvigābat.</i>   | 10 <i>spectābant.</i> |
| 4 <i>vocābātis.</i>   |                       |                       |

### Exercise 3.2

Translate into Latin:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 I was building.           | 6 You (pl.) were hurrying. |
| 2 They were working.        | 7 We hurried.              |
| 3 You (sing.) were sailing. | 8 We were calling.         |
| 4 He built.                 | 9 You (pl.) called.        |
| 5 She was singing.          | 10 They were singing.      |

### Exercise 3.3

Translate into English:

- |                              |                                  |
|------------------------------|----------------------------------|
| 1 agricolae viam parābant.   | 6 agricolae et nautae pugnābant. |
| 2 ancillae aquam spectābant. | 7 nauta nōn nāvigābat.           |
| 3 incolae deam amābant.      | 8 cantābant et clāmābant.        |
| 4 vōs nautās vocābātis.      | 9 agricolae nautās superābant.   |
| 5 egō nōn festinābam.        | 10 fēminae rēgīnam spectābant.   |

### Imperfect of sum

The imperfect tense of sum goes as follows:

eram	I was
erās	You (sing.) were
erat	He, she, it was
erāmus	We were
erātis	You (pl.) were
erant	They were

### Exercise 3.4

Translate into English:

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1 Cassia ancilla erat.             | 6 ancillae erāmus.             |
| 2 Iūlia et Sulpicia fēminae erant. | 7 poēta fēmina erat.           |
| 3 tū agricola erās.                | 8 agricola erat; labōrābat.    |
| 4 nōs nautae erāmus.               | 9 poētae nōn erātis.           |
| 5 egō poēta eram.                  | 10 nautae erant et nāvigābant. |

### Exercise 3.5

Translate into English. Note that these are a mixture of present and imperfect tenses, so look carefully at the endings:

- |                   |                                  |               |
|-------------------|----------------------------------|---------------|
| 1 aedificant.     | 5 egō cantābam sed tū labōrābās. | 9 erās.       |
| 2 festinābant.    | 6 erant.                         | 10 nāvigābāt. |
| 3 nōn pugnābāmus. | 7 pugnābat et superābat.         |               |
| 4 erātis.         | 8 spectātis.                     |               |

## Exercise 3.6

Translate into Latin:

- |                           |                         |
|---------------------------|-------------------------|
| 1 He builds.              | 6 He does not fight.    |
| 2 They were fighting.     | 7 You (sing.) loved.    |
| 3 We were.                | 8 We were not watching. |
| 4 You (pl.) sailed.       | 9 She was.              |
| 5 They were not watching. | 10 I was walking.       |

## Exercise 3.7

Translate into English:

- |                                  |  |
|----------------------------------|--|
| 1 fēmina patriam nōn amābat.     | 6 poēta erat.                          |
| 2 incolae deam amābant.          | 7 fēmina filiā spectābat.              |
| 3 agricolae et nautae pugnābant. | 8 hastās parābāmus.                    |
| 4 rēgīna patriam habitābat.      | 9 sagittās et hastās incolae parābant. |
| 5 agricolae terram parābant.     | 10 nauta nōn nāvigābāt.                |

## The vocative and genitive cases

So far you have learnt to write out 1st declension nouns in full, and to write and translate sentences involving subjects (in the nominative case) and objects (in the accusative case). We now need to look at how the other cases are used.

### Vocative case

When addressing a noun, we put the noun we are addressing into the vocative case.

E.g. 'O sailors, you love the island' = 'īnsulam, **nautae**, amātis.'

Notice how the vocative in Latin is normally inserted into the middle of the sentence, between commas, or placed at the end, rather than coming at the beginning as it does in English. Note also that the word 'O' may be used, in both English and Latin, but is not necessary in either language.

## Exercise 3.8

Translate into English:

- |  |                                   |
|--|-----------------------------------|
| 1 'patriam amās, fēmina.'              | 6 'poēta, ō Cassia, eram.'        |
| 2 'patriam, incolae, amātis.'          | 7 'filiam, fēmina, nōn laudābās.' |
| 3 'nōn pugnātis, agricolae et nautae.' | 8 'hastās, dea, parābās.'         |
| 4 'egō, ō rēgīna, patriam habitābam.'  | 9 'sagittās, agricola, parābam.'  |
| 5 'nōs, agricolae, terram parābāmus.'  | 10 'aquam, nauta, nōn amābās.'    |

### Genitive case

The genitive case is used to express possession. In English we either use the word 'of' or else we use an apostrophe. In Latin, the 'possessor' (i.e. the noun doing the possessing) is put into the genitive case.

E.g. *the farmer's* money (or the money *of the farmer*) = pecūnia **agricolae**

E.g. *the farmers'* money (or the money *of the farmers*) = pecūnia **agricolārum**

Care needs to be taken with the apostrophe in English. Remember that, with most nouns, if the apostrophe comes before the s (e.g. farmer's), the possessor is singular; if it comes after the s (e.g. farmers') it is plural. If in any doubt, take out the apostrophe and put in the word 'of'.

E.g. *the girl's* money = the money *of the girl*.

E.g. *the girls'* money = the money *of the girls*.

Extra care needs to be taken with English nouns which don't form their plural by adding 's'.

E.g. *the woman's* money = the money *of the woman* (singular);

E.g. *the women's* money = the money *of the women* (plural).

## Exercise 3.9

Translate into English:

- |  |                                 |
|--|---------------------------------|
| 1 filiam agricolae amās.               | 6 filiae poetae cantābant.      |
| 2 incola rēgīnam insulae amat.         | 7 tū filiās rēgīnae spectābās.  |
| 3 filiam poetae vocābās.               | 8 incolās patriae amās.         |
| 4 rēgīna incolās insulārum amat.       | 9 vōs filiae agricolae estis.   |
| 5 incolae hastās agricolārum parābant. | 10 pecūniam rēgīnae spectābant. |

### Exercise 3.10

Translate into Latin:

- 1 Of the farmer
- 2 Of the farmers
- 3 Of the island
- 4 Of the islands
- 5 Of the goddess
- 6 The money of the sailor
- 7 The sailor's money
- 8 I love the daughter of the queen.
- 9 We love the queen's daughter.
- 10 The slave-girls were not preparing the queen's water.

### Exercise 3.11

Translate into English:

- |   |                                    |
|---|------------------------------------|
| 1 'filiam agricolae, ancilla, spectābās.' | 6 filia poëtae cantābat.           |
| 2 rēginam insulae amās.                   | 7 egō filiam rēginae spectābam.    |
| 3 agricola filiās poëtae vocābat.         | 8 'patriam amō, rēgina.'           |
| 4 rēginam insulārum amābat.               | 9 nōs ancillās rēginae laudābāmus. |
| 5 iram rēginae nōn amāmus.                | 10 pecūniam agricolae spectābās.   |

### Exercise 3.12

Translate into Latin:

- 1 The slave-girl watches the daughter of the farmer.
- 2 The slave-girl's daughter watches the farmer.
- 3 We were overcoming the inhabitants of the island.
- 4 The inhabitants of the island were fighting.
- 5 'O queen, we love the fatherland!'
- 6 The farmer was preparing the woman's money.
- 7 The sailor is preparing the women's money.
- 8 I love the queen of the island.
- 9 They were calling the queen's daughter.
- 10 The girls were watching the poet's daughters.

## Go further

The genitive in Latin may come *before* or *after* the other noun.

E.g. *The farmer's* money = pecūnia **agricolae**

OR

**agricolae** pecūnia.

E.g. The money *of the farmers* = pecūnia **agricolārum**

OR

**agricolārum** pecūnia.

## The dative and ablative cases

### Dative case

The dative case is used to translate 'to' or 'for'.

E.g. The farmer sings *to the girls* = agricola **puellis** cantat.

### Exercise 3.13

Translate into Latin, using the dative case:

- |                     |                       |
|---------------------|-----------------------|
| 1 To the farmer     | 6 To the inhabitant   |
| 2 To the slave-girl | 7 For the inhabitants |
| 3 To the poets      | 8 For the daughter    |
| 4 For the queen     | 9 To the women        |
| 5 For the goddess   | 10 For the girls      |

### Ablative case

The ablative case is used for the instrument *by means of which* we do something. It is often translated by the words *by* or *with*.

E.g. The farmer overcomes the sailor *with arrows* = agricola nautam **sagittis** superat.

### Exercise 3.14

Translate into Latin, using the ablative case:

- 1 With an arrow
- 2 With a spear
- 3 With water
- 4 With arrows
- 5 With spears
- 6 With spears and arrows
- 7 With an arrow and a spear
- 8 He overcame the farmer with a spear.
- 9 They overcame the inhabitants with arrows.
- 10 I was not fighting with a spear.

### Exercise 3.15

Translate into English:

- 1 nauta aquam fēminae nōn dābat.
- 2 poēta incolīs nōn cantābat.
- 3 rēgīna pecūniam agricolīs dat.
- 4 ancilla aquam puellae parat.
- 5 nautae agricolam sagittā necant.
- 6 incolae sagittīs et hastīs pugnābant.
- 7 hastam rēgīnae nōn parābam.
- 8 ancillīs agricolārum cantābāmus.
- 9 poētīs aquam parābat.
- 10 'pecūniam agricolae, rēgīna, nōn dābās.'

### Go further

#### The verb dō, dāre = I give

Note that, unlike other 1st conjugation verbs, the verb dō has a short ā in its present stem (although it reverts to a long ā in the 2nd person singular of the present tense). Its tenses should be pronounced as shown in the table opposite:

dō	dābam
dās	dābās
dat	dābat
dāmus	dābāmus
dātis	dābātis
dant	dābant

## Exercise 3.16

Translate into Latin:

- 1 The sailor prepares water for the queen.
- 2 You (sing.) were singing to the woman.
- 3 We were preparing spears and arrows for the inhabitants.
- 4 He was giving a spear to the farmer.
- 5 They kill the sailors with spears.
- 6 I was giving money to the slave-girl.
- 7 They were preparing water for the women.
- 8 You (pl.) love the farmer's daughter.
- 9 The farmer's daughter was singing to the queen.
- 10 They were preparing a way for the inhabitants.

## Go further

### Coping with all the cases

We have already seen that some cases in Latin use the same endings. Thus -ae can be genitive singular, dative singular, nominative plural or vocative plural. When we translate longer sentences this can become a problem.

For example, study the following sentence:

incolae terrae viam agricolae aedificant.

The ending -ae occurs three times in this sentence, so how can we tell which case each one is supposed to be? We know the verb is aedificant and the subject would *normally* be the first word in the sentence. As the first word (incolae) looks as if it is in the nominative plural, we can assume that it is the subject. The other words then fall into place, and we get: 'The inhabitants of the land build a way for the farmer.' But the truth is, the sentence could mean other things (for example, it could mean 'The farmers build a way for the inhabitant of the land'), and sometimes you simply have to use the context to guide you as to what it means.

## Exercise 3.17

Translate into English:

- 1 puella fēminis cantābat.
- 2 agricolae viam incolis aedificābant.
- 3 incolae īnsulae deam amābant.
- 4 'agricolās superābātis, nautae!'
- 5 incolae aquam agricolis parābant.
- 6 nautae incolam sagittis superābant.
- 7 'viās et terram, agricolae, incolis parābātis.'
- 8 patriam poētārum et agricolārum nōn amant.
- 9 pecūniam agricolae dabāmus.
- 10 pecūniam agricolae ancillis dabās.

## Exercise 3.18

Study the information above about the use of all the cases. Before attempting to translate into Latin, it is a good idea to analyse each sentence, working out which cases you will need. S, V and O will appear as normal, but the extra cases can be added as follows:

<b>S</b>	<b>V</b>	<b>O</b>	<b>Gen.</b>
The farmer	loves	the land	of the inhabitants
<b>S</b>	<b>V</b>	<b>O</b>	<b>Abl.</b>
The sailor	overcomes	the farmer	with an arrow

Analyse the following sentences and then translate into Latin:

- 1 The sailor loves the daughter of the farmer.
- 2 The inhabitants killed the sailors with arrows.
- 3 We were fighting with spears and arrows.
- 4 They were preparing a road for the inhabitants.
- 5 He prepared water for the woman.
- 6 'O girls, the farmers are singing to the women.'
- 7 The arrows of the inhabitants overcome the sailors.
- 8 They were preparing water for the women.
- 9 'O farmers, you overcome the country with arrows.'
- 10 'O sailors, you were overcoming the inhabitants.'

### Exercise 3.19

Analyse and translate the following:

- 1 puella ancillās agricolae nōn amābat.
- 2 agricola filiam nōn amābat.
- 3 fēmina aquam agricolīs parābat.
- 4 puella sagittās agricolīs nōn parābat.
- 5 'fēminās, agricolae, sagittīs nōn superābātis.'
- 6 'agricola, puellae, fēminās nōn superābat.'
- 7 incolae agricolās sagittīs superābant.
- 8 nautae incolās īnsulae superābant.
- 9 nōs pecūniam agricolae dabāmus.
- 10 egō filiae rēginae nōn cantō.

### Exercise 3.20

Translate the following, giving all alternative meanings where appropriate:

- |             |              |
|-------------|--------------|
| 1 agricolae | 6 ancillārum |
| 2 sagittā   | 7 sagittīs   |
| 3 puellīs   | 8 viae       |
| 4 terrārum  | 9 pecūniam   |
| 5 aquā      | 10 ira       |

## Prepositions

Prepositions are words placed before a noun which give information about that noun. E.g. *under* the water, *on* the road, *towards* the farmers.

In Latin the preposition 'governs' (i.e. is followed by) a particular case, either the accusative or the ablative. Some prepositions govern the accusative, some govern the ablative. When you learn the preposition, you have to learn which case it governs or is followed by.

In this course you need to learn eleven prepositions, six followed by the accusative and five followed by the ablative:

ad + acc.	to, towards	ā/ab + abl.	by, from
contrā + acc.	against	cum + abl.	with
in + acc.	into, on to	dē + abl.	down from, concerning
per + acc.	through	ē/ex + abl.	out of
prope + acc.	near	in + abl.	in, on
trāns + acc.	across		

Using these prepositions, we can write:

Towards the island = ad īnsulam

With the slave-girls = cum ancillīs

Through the water = per aquam

Concerning the women = dē fēminīs

- 1 Particular care needs to be taken with the Latin preposition *in*. When it is followed by the accusative it means *into* or *on to*, but when it is followed by the ablative it means *in* or *on*.  
E.g. *in aquam* = into the water.  
E.g. *in aquā* = in the water.
- 2 *ad* = 'to', in the sense of 'towards' (e.g. he sails to the island, i.e. *towards* the island). This should not be confused with the normal use of the dative case (meaning 'to').
- 3 The preposition *ā* becomes *ab* if the next word begins with a vowel or *h*.  
E.g. *ā viā*, but *ab aquā*.
- 4 The preposition *cum* = 'with', in the sense of 'together with' (e.g. he walks with the woman, i.e. *together with* the woman). This should not be confused with the normal use of the ablative for 'with' meaning 'by means of' (e.g. he killed the farmer *with* an arrow, i.e. *by means of* an arrow).
- 5 The preposition *ē* becomes *ex* before a vowel or *h*.  
E.g. *ē patriā* but *ex aquā*.

### Exercise 3.21

Translate into English:

- |                    |               |                   |
|--------------------|---------------|-------------------|
| 1 in viā           | 8 per viās    | 15 contrā incolās |
| 2 contrā agricolās | 9 prope aquam | 16 dē irā         |
| 3 in viam          | 10 ad insulam | 17 ex insulā      |
| 4 ā patriā         | 11 ā terrā    | 18 cum ancillis   |
| 5 cum agricolā     | 12 prope viam | 19 ē terrā        |
| 6 in aquam         | 13 in aquā    | 20 trāns aquam    |
| 7 dē deā           | 14 in terram  |                   |

### Exercise 3.22

Translate into Latin:

- |                           |                            |
|---------------------------|----------------------------|
| 1 Towards the island      | 11 With the poet           |
| 2 Through the streets     | 12 Across the land         |
| 3 Into the water          | 13 Out of the water        |
| 4 Against the inhabitants | 14 Near the women          |
| 5 In the water            | 15 Towards the slave-girls |
| 6 With the women          | 16 With the queen          |
| 7 Near the farmer         | 17 Against the sailors     |
| 8 Concerning the poet     | 18 In the island           |
| 9 Out of the country      | 19 On the island           |
| 10 Through the water      | 20 Through the water       |

### Exercise 3.23

When translating sentences containing prepositions, it is a good idea when analysing to bracket prepositions together with the nouns they govern, as in the first few shown below. Translate into English:

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1 nauta [ā patriā] nāvigābat.      | 6 nautae cum agricolis pugnābant. |
| 2 [ad insulam] nōn festinābat.     | 7 per viās patriae ambulābant.    |
| 3 agricolae [cum incolis] pugnānt. | 8 prope aquam rēgīna cantābāt.    |
| 4 agricolae per viās ambulābant.   | 9 pecūniam ad rēgīnam portābant.  |
| 5 ad aquam nōn festinābant.        | 10 poētae incolis nōn cantābant.  |

## Exercise 3.24

Translate into Latin:

- |                                       |  |
|---------------------------------------|--|
| 1 He walks towards the queen.         | 6 The farmer was working in the street.  |
| 2 They do not hurry into the street.  | 7 The girls were walking with the queen. |
| 3 He sails towards the islands.       | 8 I was not asking about the money.      |
| 4 He is shouting about the money.     | 9 He kills farmers with a spear.         |
| 5 I am not fighting with the sailors. | 10 He gives money to the woman.          |

## Go further

### Clauses

A clause is a grammatical unit that contains a verb. Most of the sentences you have translated so far have been single clauses, but where a sentence contains more than one clause, you simply translate the first clause first, and then move on to the next. Sentences like this will be easy to spot because there will be more than one verb, with the first clause linked to the second by a conjunction (e.g. *et* or *sed*).

E.g. *nautae ad insulam nāvigābant et incolās superābant.*

The sailors were sailing to the island and were overcoming the inhabitants.

## Exercise 3.25

Translate the following into English. Make sure that, in each sentence, you deal with the first clause first, before moving on to the second one.

- 1 *agricolae terram parābant et viam aedificābant.*
- 2 *incolae agricolās spectābant et labōrābant.*
- 3 *fēminae nōn labōrant sed agricolīs cantant.*
- 4 *puellae aquam nōn parābant sed agricolās spectābant.*
- 5 *agricolae nōn labōrābant sed in aquam festinābant.*
- 6 *egō ad rēginam festinābam sed tū prope aquam labōrābās.*
- 7 *poēta rēginae cantābat sed rēgina pecūniam parābat.*
- 8 *nautae trāns aquam nāvigābant et agricolae viam aedificābant.*
- 9 *filiam rēginae nōn amābat; ancillam amābat.*
- 10 *vos sagittās incolārum parābātis et cum nautīs pugnābātis.*

## Exercise 3.26

Copy and complete the blanks in the following table to show the connection between English and Latin words. The first one has been done for you.

	English word	Latin word	Meaning of Latin word
	amorous	amō	I love
1	insulate		
2	laudable		
3	habitation		
4	portable		
5	transatlantic		
6		contrā	
7		vocant	
8		narrat	
9		nauta	
10		patria	

## Vocabulary 3

Latin	English
<b>Prepositions</b>	
ad + acc.	to, towards
contrā + acc.	against
in + acc.	into, on to
per + acc.	through
prope + acc.	near
trāns + acc.	across
ā/ab + abl.	by, from
cum + abl.	with
dē + abl.	down from, concerning
ē/ex + abl.	out of
in + abl.	in, on
<b>Verbs</b>	
dō	I give
habitō	I live (in)
intrō	I enter
laudō	I praise
necō	I kill
oppugnō	I attack
portō	I carry
rogō	I ask
stō	I stand

## The foundation of Rome

After Romulus and Remus had driven the wicked king Amulius from the throne and put their old grandfather, Numitor, in his place, the twins felt they needed a kingdom of their own. They set off to the place where Faustulus had first found them in the she-wolf's cave. This was a suitable place to build a new city, being a level plain, surrounded by seven hills. But they couldn't decide who should be the king of the new city.

In the ancient world, it was common to use **augury** to find answers to questions such as this. Augury is a form of fortune-telling, and relies on signs or omens from the natural world to provide answers to questions or problems. Observing the behaviour of birds was one popular form of augury.

Deciding that they would rely on augury to resolve the matter, Romulus climbed the Palatine Hill and Remus climbed the Aventine. There they waited to see what the birds would tell them. After a while, Remus saw six vultures, flying across the sky above him. Taking this to be a good omen, he ran down the hill and up the Palatine to tell his brother. However, when he got there Romulus said that *he* had seen twelve vultures, and so it was decided that the city should be called Rome after its first king, Romulus.

A few days later, Remus, unhappy with the outcome, mocked his brother by jumping over a low wall which was in the process of being built around the new city. His brother flew into a rage and killed Remus with the words 'thus perish anyone who jumps over my walls!'

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

### Exercise 3.27

- (a) Tell the story of the foundation of Rome.
- (b) How much of the story do you think is true, and how much pure legend?



■ Dedication to Romulus inscribed on stone

# 4

## The 2nd conjugation; 2nd declension nouns

### Verbs of the 2nd conjugation: moneō

The regular verbs you have met so far have been 1st conjugation, going like amō. The next type of verb to learn belongs to the 2nd conjugation and goes like moneō = I warn or advise.

Moneō uses exactly the same endings as amō, but instead of having a present stem ending in -ā it has one ending in -ē.

moneō = I warn / advise			
Present Tense		Imperfect Tense	
mone-ō	I warn	monē-bam	I was warning
monē-s	You (sing.) warn	monē-bās	You (sing.) were warning
mone-t	He, she, it warns	monē-bat	He, she, it was warning
monē-mus	We warn	monē-bāmus	We were warning
monē-tis	You (pl.) warn	monē-bātis	You (pl.) were warning
mone-nt	They warn	monē-bant	They were warning

### Exercise 4.1

Make a note of the 2nd conjugation verbs in the vocabulary at the end of the chapter. Then translate into English:

- |                |                   |
|----------------|-------------------|
| 1 timēbat.     | 11 rīdēbant.      |
| 2 movēbant.    | 12 monēbātis.     |
| 3 nōn rīdētis. | 13 habētis.       |
| 4 monēbat.     | 14 timent.        |
| 5 habet.       | 15 vidēbās.       |
| 6 videt.       | 16 timēbant.      |
| 7 habent.      | 17 movētis.       |
| 8 timētis.     | 18 nōn movēbātis. |
| 9 vidēbātis.   | 19 rīdēbat.       |
| 10 rīdēmus.    | 20 habent.        |

## Exercise 4.2

Using the vocabulary in Vocabulary 4 below, translate into Latin:

- |                          |                                 |
|--------------------------|---------------------------------|
| 1 He was warning.        | 11 They were moving.            |
| 2 They see.              | 12 I was fearing.               |
| 3 We fear.               | 13 You (pl.) do not have.       |
| 4 She was seeing.        | 14 I fear.                      |
| 5 You (pl.) do not fear. | 15 They were seeing.            |
| 6 They advise.           | 16 You (sing.) do not see.      |
| 7 They were laughing.    | 17 He was laughing and singing. |
| 8 He feared.             | 18 They were advising.          |
| 9 You (sing.) moved.     | 19 She laughs.                  |
| 10 We do not fear        | 20 We do not see.               |

## The present infinitive

Verbs in Latin have **principal parts**. These are the four most important parts of the verb and are used to classify the verbs into their conjugations.

The first principal part of a verb is the one we use when referring to it, such as *amō* or *moneō* or *sum*.

The second principal part is the **present infinitive**, and for regular verbs this always ends in *-re*.

*amāre* = to love

*monēre* = to warn

1st conjugation verbs like *amō* always have a present infinitive ending in *-āre* and 2nd conjugation verbs like *moneō* always have a present infinitive ending in *-ēre*.

E.g. *ambulāre* = to walk

*vocāre* = to call

*timēre* = to fear, to be afraid

*vidēre* = to see

The present infinitive of the irregular verb *sum* is, as one might expect, irregular:

*esse* = to be

And we have seen that, unlike other 1st conjugation verbs, the present infinitive of *dō* = I give has a short *a*: *dāre*.

### Exercise 4.3

Study the information above about the present infinitive. Translate the following:

- |                               |                          |
|-------------------------------|--------------------------|
| 1 <i>vocāre</i> .             | 11 <i>ambulāre</i> .     |
| 2 <i>habēre</i> .             | 12 <i>clāmāre</i> .      |
| 3 <i>rogāre</i> .             | 13 <i>habēre</i> .       |
| 4 <i>rīdēre</i> .             | 14 <i>labōrāre</i> .     |
| 5 <i>movēre</i> .             | 15 <i>monēre</i> .       |
| 6 <i>laudāre</i> .            | 16 <i>vidēre</i> .       |
| 7 <i>esse</i> .               | 17 <i>dāre</i> .         |
| 8 <i>amat pugnāre</i> .       | 18 <i>timēre</i> .       |
| 9 <i>timet spectāre</i> .     | 19 <i>nāvigāre</i> .     |
| 10 <i>nōn timet intrāre</i> . | 20 <i>amō labōrāre</i> . |

### Exercise 4.4

Translate into Latin:

- |               |                          |
|---------------|--------------------------|
| 1 To sail     | 11 To prepare            |
| 2 To work     | 12 To fear               |
| 3 To see      | 13 To fight              |
| 4 To laugh    | 14 To warn               |
| 5 To be       | 15 To advise             |
| 6 To give     | 16 They love to give.    |
| 7 To have     | 17 I love to fight.      |
| 8 To overcome | 18 We love to sing.      |
| 9 To love     | 19 They love to work.    |
| 10 To like    | 20 He is afraid to kill. |

## Exercise 4.5

Translate into English:

- 1 ancilla cantāre amat.
- 2 pecūniam habēre amāmus.
- 3 cum agricolā pugnāre amābātis.
- 4 rēgīnam vocāre nōn amat.
- 5 nautae ad īnsulam nāvigāre amant.
- 6 agricolae cum fēminīs labōrāre amābant.
- 7 pugnāre cum nautīs amat.
- 8 poētae cantāre et rīdēre amant.
- 9 nautae nāvigāre nōn amābant.
- 10 nōs rēgīnae cantāre amāmus.

## Exercise 4.6

Translate into English:

- 1 ancillae aquam movent.
- 2 nōs pecūniam nōn habēmus.
- 3 vōs cum agricolā rīdēbātis.
- 4 puellae rēgīnam nōn timent.
- 5 nautae patriam vidēbant.
- 6 incolae et nautae pugnābant.
- 7 rēgīna ancillam monēbat.
- 8 pōēta cantābat et rīdēbat.
- 9 nautae sagittās nōn habēbant.
- 10 filia rēgīnae rīdēre amat.

## 2nd declension nouns: dominus

All the nouns you have met so far have been 1st declension nouns like puella. It is now time to meet the 2nd declension.

2nd declension nouns in -us go like dominus = a lord, or master. They are almost always masculine.

dominus, dominī, m. = lord, master		
Nom.	domin-us	Lord (subject)
Voc.	domin-e	O lord (addressing)
Acc.	domin-um	Lord (object)
Gen.	domin-ī	Of a lord
Dat.	domin-ō	To, for a lord
Abl.	domin-ō	By, with or from a lord
Nom.	domin-ī	Lords (subject)
Voc.	domin-ī	O lords (addressing)
Acc.	domin-ōs	Lords (object)
Gen.	domin-ōrum	Of the lords
Dat.	domin-īs	To, for the lords
Abl.	domin-īs	By, with or from the lords

## Go further

### Stems and endings

2nd declension nouns always have a genitive singular ending in -ī. The stem of a noun can be found by looking at the genitive singular and chopping off the ending. Thus the genitive singular of dominus is dominī. If we take off the -ī ending we are left with the stem domin-.

Sometimes care needs to be taken to get the correct stem. For example the Latin for a sword is gladius, which has the genitive singular gladiī (with two 'i's). If we take off the -ī ending from this, we are left with gladi-. Where a noun has a stem ending in -i, be aware that this will usually lead to your getting two 'i's together (e.g. gladiī and gladiis).

In this chapter you have had to cope with being told that not all verbs go like amō and not all nouns go like puella. The 2nd conjugation (moneō) and the 2nd declension (dominus) have crept up to make life complicated.

From now on, then, when working with nouns and verbs, make sure you know which sort they are before trying to add endings to them. Until further notice, nouns ending in -a must go like puella; nouns in -us go like dominus.

## Exercise 4.7

Study the information above about 2nd declension nouns like dominus. Notice how, just as with puella, the endings are added to the noun stem. Write out in full the following nouns.

- 1 cibus, cibī, m. = food
- 2 amīcus, amīcī, m. = friend
- 3 equus, equī, m. = horse
- 4 mūrus, mūrī, m. = wall
- 5 servus, servī, m. = slave

## Exercise 4.8

Translate into English:

- |              |                |
|--------------|----------------|
| 1 ad mūrum   | 6 nūntiōrum    |
| 2 ab insulā  | 7 cum nūntiīs  |
| 3 cum dominō | 8 'serve!'     |
| 4 per aquam  | 9 prope amīcum |
| 5 in aquā    | 10 in aquam    |

## Exercise 4.9

Give the Latin for, using prepositions where necessary:

- |                     |                        |
|---------------------|------------------------|
| 1 Of the lord       | 6 Of the messengers    |
| 2 Near the horse    | 7 With the masters     |
| 3 For the messenger | 8 Across the wall      |
| 4 With the lord     | 9 'O messengers'       |
| 5 Towards the wall  | 10 Towards the friends |

## Exercise 4.10

Translate into English:

- |               |               |
|---------------|---------------|
| 1 ad insulam  | 6 prope mūrum |
| 2 ā mūrō      | 7 cum amīcīs  |
| 3 cum dominīs | 8 trāns mūrōs |
| 4 per viam    | 9 prope equum |
| 5 in viā      | 10 dē mūrō    |

## Exercise 4.11

Translate into English:

- 1 amicus cibum amat.
- 2 nūntius mūrum spectat.
- 3 ancilla dominum gladiō necat.
- 4 servus per viās festinābat.
- 5 servī filiam dominī nōn amant.
- 6 cibum vidēbāmus.
- 7 ancillae cum servīs ridēbant.
- 8 puerī trāns mūrum spectant.
- 9 agricolae prope equum stant.
- 10 gladiīs et hastīs pugnābātis.

## Exercise 4.12

Translate into Latin. Some of the nouns are 1st declension, some are 2nd declension. Some of the verbs are 1st conjugation, some are 2nd conjugation. Remember to use the correct endings with the different declensions and conjugations.

- 1 The slaves fear the master.
- 2 The women saw the slaves.
- 3 The messenger calls the inhabitants.
- 4 The farmer moves the horses.
- 5 The friends were looking at the food.
- 6 We have food and water.
- 7 He was giving a sword to the queen.
- 8 The master prepares the food for the inhabitants.
- 9 The slaves prepared the water for the master.
- 10 The messengers were singing to the slave.

## Nouns like bellum

The other main type of 2nd declension noun goes like bellum = war. Nouns that end in -um go like bellum and are neuter, i.e. neither masculine nor feminine.

bellum, bell-i, n. = war		
Nom.	bell-um	War (subject)
Voc.	bell-um	O war (addressing)
Acc.	bell-um	War (object)
Gen.	bell-i	Of a war
Dat.	bell-ō	To, for a war
Abl.	bell-ō	By, with or from a war
Nom.	bell-a	Wars (subject)
Voc.	bell-a	O wars (addressing)
Acc.	bell-a	Wars (object)
Gen.	bell-ōrum	Of the wars
Dat.	bell-is	To, for the wars
Abl.	bell-is	By, with or from the wars

### Exercise 4.13

Study the information above about nouns like bellum. Then write out the following nouns in full.

- |                              |                                    |
|------------------------------|------------------------------------|
| 1 verbum, verbī, n. = word   | 3 scūtum, scūtī, n. = shield       |
| 2 oppidum, oppidī, n. = town | 4 periculum, periculī, n. = danger |

### Exercise 4.14

Translate into English:

- |                           |                                     |
|---------------------------|-------------------------------------|
| 1 agricola scūtum habet.  | 6 dominus templum aedificat.        |
| 2 agricolae scūta habent. | 7 dominus templa aedificat.         |
| 3 verbum timeō.           | 8 verba dominī timēmus.             |
| 4 verba timēbam.          | 9 nauta scūtum nōn habēbat.         |
| 5 ancilla pericula timet. | 10 incola scūta ad oppida portābat. |

## Exercise 4.15

Translate into Latin:

- 1 We see a temple.
- 2 You (pl.) have shields.
- 3 They fear the dangers.
- 4 The master has a shield.
- 5 The woman loves the town.
- 6 In the town.
- 7 Into the town.
- 8 Towards the town.
- 9 Towards the towns.
- 10 The farmers walk towards the temple.

## Working with neuters

The main difficulty with neuter nouns is that there is no difference between their nominative, vocative and accusative cases, so working out whether a noun is the subject or the object is that much more difficult. (It is also possible to muddle the -a (plural) endings of a neuter noun with the -a (singular) endings of a 1st declension noun like *puella*, but only if you haven't learnt your vocabulary properly.)

So how do we cope then? We see the ending -um but can no longer be sure that this is an accusative singular ending (as it would be for *dominus* type nouns). Again, we fall back on common sense and, of course, obeying the rules of translation carefully.

?            V

E.g. *bellum nōn amat* = he does not love the war

(**Common sense:** *bellum* could have been nominative, but 'the war does not love' makes no sense!)

?            O            V

E.g. *oppidum mūrum habet* = the town has a wall

(N.B. *oppidum* could be nominative or accusative. But *mūrum* could only be accusative, because it goes like *dominus*. So if *mūrum* is the object, *oppidum* must be the subject.)

## Exercise 4.16

Study the information above about working with neuters. Then translate the following into English:

- 1 agricola scūtum portābat.
- 2 servus ad templum festinābat.
- 3 nūntium dominī vocābās.
- 4 verba dominī timēbat.
- 5 prope mūrū dominī stābat.
- 6 incola scūta ad dominum portābat.
- 7 nautae bella nōn timēbant.
- 8 aquam et cibum ad oppidum portābāmus.
- 9 ad incolās scūta portābant.
- 10 dominus servōs dē bellō monet.

## Exercise 4.17

Translate into Latin:

- 1 The master was building temples.
- 2 The woman does not have a shield.
- 3 'Master, we do not fear the dangers of war.'
- 4 We do not fear the words of the goddess.
- 5 The woman was hurrying towards the town.
- 6 The farmers were carrying the shields of the inhabitants.
- 7 We carried the shields from the town.
- 8 'Farmers, I do not like temples!'
- 9 The sailors attacked the town with spears.
- 10 The farmers and sailors fear the danger.

## Passages for translation

So you are now more than ready to face your first passage for translation. A passage is simply a collection of sentences joined up into a continuous story. There is nothing difficult about it, whether you are translating *into* Latin or *out of* Latin. All the same rules that you have learnt apply.

## Exercise 4.18

Read the passage and answer the questions that follow:

### The wrath of Achilles

incolae Graeciae cum incolis Troiae pugnābant. Troiam nōn superābant. incolae Troiae incolās Graeciae timēbant sed pugnābant. sagittis et gladiis cum incolis Graeciae pugnābant.

5 ancilla, Chrysēis, prope Troiam habitābat. Agamemnōn, dominus Graecōrum, ancillam vidēbat et amābat. ancillam ad castra\* portābat.

deus Apollō irātus erat. Chrysēis erat fāmula deī. ūnus Graecōrum, Calchas, dē ancillā dominum monēbat. Calchas, vātēs nōtus, dē ancillā Graecōs monēbat. 'deus Apollō ancillam amat,' inquit Calchas. etiam Achillēs dominum monēbat. tandem Agamemnōn ancillam deō dābat sed irātus erat; amicum Achillem nōn iam amābat.

10 Achilles ancillam habēbat. ancilla, Brisēis, in castris habitābat. Agamemnōn ancillam amīcī vidēbat et amābat. ancillam amīcī ad castra sua portābat. Achillēs irātus erat et in bellō nōn iam pugnābat.

Agamemnōn in proeliō pugnābat sed perīcula belli timēbat. oppidum oppugnābat sed Troiānōs timēbat. oppidum nōn superābat. Achillēs in bellō nōn iam pugnābat.

15 tandem Agamemnōn nūntiōs ad Achillem festināre iubēbat. nūntiī Achillem laudābant. Achillēs tamen nōn pugnābat.

\* The word castra is always found in the plural, even though the English translation (camp) is singular.

Graecia, -ae = Greece  
Troia, -ae = Troy  
Graeci = the Greeks  
castra, -ōrum, n. pl. = a camp  
irātus = angry  
fāmula, -ae, f. = attendant

vātēs (nom. sing.) = a prophet  
inquit = (he) said  
suus = his own  
nōn iam = no longer  
Achillem = Achilles (accusative)

1 Translate the passage into English, writing your translation *on alternate lines*.

2 In line 1, in which tense is pugnābant?

Present                      Imperfect

3 In line 2, in which case is incolās?

Nominative              Accusative              Genitive              Ablative

4 sagittis et gladiis (line 2): in which case are these words?

Vocative              Accusative              Dative              Ablative

5 sed (line 2). What sort of word is this?

noun                  conjunction                  adverb                  preposition

6 prope (line 4). What sort of word is this?

noun                  verb                  adverb                  preposition

7 monēbat (line 7). What sort of word is this?

noun                  verb                  adverb                  preposition

8 Complete the table below. The first one has been done for you.

Latin word from passage	Meaning of Latin word	English word derived
pugnābant (line 1)	they fought	pugnacious
habitābat (line 10)		
laudābant (line 15)		

9 nūntiōs (line 15) means *the messengers*. How would you say *the messenger* in Latin, keeping the case the same?

10 iubēbat (line 15) means *He ordered*. How would you say in Latin *He orders*?

## Go further

There are lots of words in Latin to describe speaking, saying or telling:

nārrō = I tell

vocō = I call

rogō = I ask

dīcō = I say

clāmō = I shout

moneō = I warn

However, when we see direct speech quoted, inside inverted commas, it is usually accompanied by the rather peculiar-looking verb *inquit* (= he says) or *inquiunt* (= they say), even when what the speaker is actually doing is shouting or asking or warning, rather than simply saying.

E.g. 'Who is the queen?' asked the farmer.

'quis est rēgīna?' inquit agricola.

## Exercise 4.19

Copy and complete the table below, to show the connection between Latin and English words. The first one has been done for you.

	Latin word	Meaning of Latin word	English word derived
	amat	he loves	amorous
1	monent		
2	mūrus		
3	verbōrum		
4	vident		
5	movēmus		
6	dominōrum		
7	templa		
8	equus		
9	serve		
10	belli		

## Vocabulary 4

Latin	English
<b>Nouns in -us</b>	
amīcus, amīcī, m.	friend
cibus, cibī, m.	food
dominus, dominī, m.	lord, master
equus, equī, m.	horse
gladius, gladiī, m.	sword
mūrus, mūrī, m.	wall
nūntius, nūntiī, m.	messenger
servus, servī, m.	slave
<b>Nouns in -um</b>	
bellum, bellī, n.	war
oppidum, oppidī, n.	town
perīculum, perīculī, n.	danger
scūtum, scūtī, n.	shield
templum, templī, n.	temple
verbum, verbī, n.	word
<b>Verbs</b>	
habeō, -ēre	I have
moneō, -ēre	I warn, advise
moveō, -ēre	I move
rīdeō, -ēre	I hold
timeō, -ēre	I fear
videō, -ēre	I see

## The Trojan War

In this chapter we have read about the wrath of Achilles. The Romans were fascinated by the history and mythology of Ancient Greece, and particularly the stories of the Trojan War.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

The Trojan War owes its origin to the Judgement of Paris. When King Peleus was married to the sea-nymph Thetis, all the gods and goddesses were invited to the wedding, all except one: Eris the goddess of Discord. Eris was furious at the insult, and rolled a golden apple into the wedding feast, on which she had written 'For the most beautiful'. The goddesses fought over the apple, and Zeus, the king of the gods, sent them down to the fields outside Troy for their beauty to be judged by Paris. Paris was living as a shepherd-boy but was really the son of King Priam, and was shortly after this reunited with his father and received into the city as a prince of Troy.

Paris decided that the most beautiful goddess was Aphrodite, the goddess of love, and in return she promised him the most beautiful woman in the world. This was Helen, the wife of King Menelaus of Sparta, and when Paris seized Helen and took her back to Troy, war was declared. All the Greek princes, including Achilles (the semi-divine son of Thetis) and Odysseus (hero of so many stories loved by the Greeks), vowed to recover the queen, and sailed with a huge fleet under the command of Menelaus's brother Agamemnon, King of Mycenae.

The Greeks besieged the city of Troy and for ten long years the war dragged on. In the tenth year of the war, Agamemnon insulted the god Apollo by seizing the daughter of one of his priests. When Achilles tried to warn Agamemnon about the consequences of this, Agamemnon seized a slave-girl belonging to Achilles, and Achilles's wrath (or anger) was such that he withdrew to his tent and refused to fight any longer for the Greeks. Without Achilles fighting for them, the Greeks began to suffer heavy losses and it looked as if the war would be lost.

### Exercise 4.20

Find out what you can about the origins of the Trojan War.

- Tell the story of the Judgement of Paris in your own words.
- Explain why Helen is sometimes referred to as 'the face that launched a thousand ships'.



■ The Judgement of Paris depicted on an altar dedicated by Tiberius Claudius Faventinus.

# 5

## Adjectives; more on the 2nd declension

### Adjectives

An adjective is used to describe a noun and must 'agree' with the noun it describes in gender, case and number. For example, if the *noun* is feminine, genitive singular, the *adjective* must be feminine, genitive singular.

Adjectives therefore, like nouns, need to have cases. But the good news is that you already know all the endings you need. Bonus is a 1st/2nd declension adjective and as you can see, it takes its endings from the nouns of the 1st and 2nd declensions which you have already learnt:

bonus, bona, bonum = good			
	Masculine	Feminine	Neuter
Nom.	bon-us	bon-a	bon-um
Voc.	bon-e	bon-a	bon-um
Acc.	bon-um	bon-am	bon-um
Gen.	bon-ī	bon-ae	bon-ī
Dat.	bon-ō	bon-ae	bon-ō
Abl.	bon-ō	bon-ā	bon-ō
Nom.	bon-ī	bon-ae	bon-a
Voc.	bon-ī	bon-ae	bon-a
Acc.	bon-ōs	bon-ās	bon-a
Gen.	bon-ōrum	bon-ārum	bon-ōrum
Dat.	bon-īs	bon-īs	bon-īs
Abl.	bon-īs	bon-īs	bon-īs

### Agreement of adjectives

An adjective must 'agree' with the noun it describes. This means it must be in the same case (nominative, vocative, accusative, etc.), the same gender (masculine, feminine or neuter) and the same number (singular or plural). Adjectives in Latin usually come after their nouns, so when translating into Latin, do the noun first; then work out which gender, case and number the noun is; then select that form of the adjective.

- E.g. Of the master = *dominī*  
 Masculine, genitive singular  
 Of the **good** master = *dominī bonī*
- E.g. For the sailor = *nautae*  
 Masculine, dative singular  
 For the **good** sailor = *nautae bonō*

## Exercise 5.1

Study the information above about adjectives. Adjectives ending in -us go like bonus and are always listed with their masculine, feminine and neuter endings. E.g. multus, multa, multum (or multus, -a, -um) = much, many. Give the following:

- 1 Masc. acc. pl. of malus, -a, -um = bad
- 2 Fem. dat. sing. of fessus, -a, -um = tired
- 3 Neut. abl. pl. of irātus, -a, -um = angry
- 4 Masc. nom. pl. of altus, -a, -um = high, deep
- 5 Fem. gen. sing. of magnus, -a, -um = big, great

## Exercise 5.2

Translate the following into English:

- |                          |                       |
|--------------------------|-----------------------|
| 1 ad puellās fessās      | 6 servōrum fessōrum   |
| 2 nautam bonum           | 7 bellī magnī         |
| 3 prope agricolam irātum | 8 'domine irāte'      |
| 4 periculum magnum       | 9 cum dominīs Rōmānīs |
| 5 puellārum parvārum     | 10 scūta magna        |

## Exercise 5.3

Give the Latin, using prepositions where necessary, for:

- |                         |                             |
|-------------------------|-----------------------------|
| 1 In great danger       | 6 In the great battle       |
| 2 Of the bad slave      | 7 With the good inhabitants |
| 3 'O good sailors!'     | 8 Through the deep water    |
| 4 Out of the big island | 9 Against the angry master  |
| 5 For the tired farmer  | 10 Of the small girls       |

## Exercise 5.4

Study the following sentences. To ensure correct translation, we have put brackets around the nouns and adjectives that go together. Translate into English:

- 1 [dominus irātus] [servum malum] vocābat.
- 2 [agricolae fessī] terram parābant.
- 3 [multī agricolae] incolam [hastīs longīs] superābant.
- 4 [dominī malī] [servōs fessōs] nōn amant.
- 5 incolās [hastīs magnīs] et [multīs sagittīs] superābant.
- 6 [agricola irātus] [equum malum] vocat.
- 7 [incolae bonī] aquam dominō parābant.
- 8 [multa templa] prope oppidum aedificābant.
- 9 nūntiī [servōs malōs] vocant.
- 10 [multa scūta] et [hastās magnās] parābant.

## Exercise 5.5

Translate into English:

- 1 amīcus bonus servum malum monēbat.
- 2 nautae fessī aquam altam timēbant.
- 3 multī incolae templum magnum aedificābant.
- 4 dominus malus scūtum magnum habēbat.
- 5 templum mūrīs magnīs aedificant.
- 6 dea irāta oppidum tuum nōn amat.
- 7 amīcus tuus rēginam saevam nōn vidēbat.
- 8 multa perīcula bellī timēbāmus.
- 9 servī in templō magnō rīdēbant.
- 10 fēminae multa scūta et mūrū magnum vidēbant.

## Exercise 5.6

Translate into Latin:

- 1 My daughter loves your friend.
- 2 Your friend loves the queen.
- 3 They have big walls.
- 4 I warn the tired slaves.
- 5 The messengers were warning the tired inhabitants.
- 6 She is singing in the big temple.
- 7 The words of the master were savage.
- 8 I do not like the new master.
- 9 He was giving food to the tired slave-girls.
- 10 We saw many horses in the street.

## Puer and magister

You have met the two main types of 2nd declension noun: dominus and bellum. Now there are two more types to learn, both very similar.

	puer, puerī, m. = boy	magister, magistrī, m. = master, teacher
Nom.	puer	magister
Voc.	puer	magister
Acc.	puer-um	magistr-um
Gen.	puer-ī	magistr-ī
Dat.	puer-ō	magistr-ō
Abl.	puer-ō	magistr-ō
Nom.	puer-ī	magistr-ī
Voc.	puer-ī	magistr-ī
Acc.	puer-ōs	magistr-ōs
Gen.	puer-ōrum	magistr-ōrum
Dat.	puer-īs	magistr-īs
Abl.	puer-īs	magistr-īs

These nouns use identical endings to *dominus* except in the nominative and vocative singular. The difference between the two is that nouns like *puer* 'keep their e' whereas nouns like *magister* 'drop their e'.

You have already learnt how to find a noun's stem by looking at its genitive singular. If the -er of the nominative has changed to -erī, then the noun goes like *puer*. But if the -er has changed to -rī (in other words if the 'e' has dropped out), it goes like *magister*.

E.g. *ager, agrī, m.* = 'field' goes like *magister*, because it has 'dropped its e'.

Note that the word *magister* refers to a master in the sense of school master, whereas *dominus* refers to a master in the sense of lord.

## Exercise 5.7

Study the information above about nouns like *puer* and *magister*. Nouns like *puer* are quite rare (apart from *puer* itself), so if in doubt, 'drop the e'!

Write out in full:

- 1 *liber, librī, m.* = book
- 2 *ager, agrī, m.* = field

## Exercise 5.8

Translate into English. As before, put brackets around the nouns and adjectives that go together before starting. Where there are prepositions, you may find you have to put a bracket around *three* words: the preposition, its noun and an adjective agreeing with the noun.

E.g. *puella [ad agricolam bonum] ambulat* = the girl walks towards the good farmer.

- 1 [*magister bonus*] [*puerum fessum*] vocābat.
- 2 *puerōs [dē bellō magnō]* rogābam.
- 3 *bella puer bonus nōn* amat.
- 4 *in agrōs magnōs cum servīs* festinābat.
- 5 *magister irātus puerum et servōs* spectat.
- 6 *puerōs malōs nōn* vocābam.
- 7 *agricola magnus in agrō* labōrābat.
- 8 *puerum et servōs gladiō magnō* superābat.
- 9 *puer et servī cum agricolā* pugnābant.
- 10 *magister puerō cibum nōn* dābat.

## ○ Adjectives in -er

Just as some 2nd declension nouns end in -er rather than -us, so do some adjectives. And just as some nouns 'drop the e' and some don't, so it is with adjectives.

miser, misera, miserum = miserable, wretched			
	M	F	N
Nom.	miser	miser-a	miser-um
Voc.	miser	miser-a	miser-um
Acc.	miser-um	miser-am	miser-um
Gen.	miser-ī	miser-ae	miser-ī
Dat.	miser-ō	miser-ae	miser-ō
Abl.	miser-ō	miser-ā	miser-ō
Nom.	miser-ī	miser-ae	miser-a
Voc.	miser-ī	miser-ae	miser-a
Acc.	miser-ōs	miser-ās	miser-a
Gen.	miser-ōrum	miser-ārum	miser-ōrum
Dat.	miser-īs	miser-īs	miser-īs
Abl.	miser-īs	miser-īs	miser-īs

pulcher, pulchra, pulchrum = beautiful			
	M	F	N
Nom.	pulcher	pulchr-a	pulchr-um
Voc.	pulcher	pulchr-a	pulchr-um
Acc.	pulchr-um	pulchr-am	pulchr-um
Gen.	pulchr-ī	pulchr-ae	pulchr-ī
Dat.	pulchr-ō	pulchr-ae	pulchr-ō
Abl.	pulchr-ō	pulchr-ā	pulchr-ō
Nom.	pulchr-ī	pulchr-ae	pulchr-a
Voc.	pulchr-ī	pulchr-ae	pulchr-a
Acc.	pulchr-ōs	pulchr-ās	pulchr-a
Gen.	pulchr-ōrum	pulchr-ārum	pulchr-ōrum
Dat.	pulchr-īs	pulchr-īs	pulchr-īs
Abl.	pulchr-īs	pulchr-īs	pulchr-īs

You can tell whether an adjective in -er goes like miser or pulcher by studying its feminine and neuter forms, to see whether the 'e' has dropped or not.

E.g. *noster, nostra, nostrum* = 'our' goes like *pulcher*, because the 'e' has dropped out.

## Exercise 5.9

Study the information above about adjectives in -er. Note how you can tell whether the adjective in -er goes like *miser* or *pulcher* by studying its feminine and neuter forms to see whether the 'e' has dropped out or not. Remember also that adjectives in -us go like *bonus*. Give the following forms:

- 1 Masc. gen. sing. of *vester, vestra, vestrum* = your (of you (plural))
- 2 Fem. dat. pl. of *noster, nostra, nostrum* = our
- 3 Neut. gen. pl. of *miser, misera, miserum* = wretched, miserable
- 4 Fem. abl. sing. of *meus, mea, meum* = my
- 5 Masc. acc. sing. of *tuus, tua, tuum* = your (of you (singular))

Note how Latin has two words for 'your'. If you are talking to one person (i.e. you, singular), you use *tuus*. If you are talking to more than one person (i.e. you, plural), you use *vester*.

E.g. 'Master, I love your daughter' = '*filiam tuam, domine, amō*'

E.g. 'Slaves, I love your master' = '*dominum vestrum, servī, amō*'

## Exercise 5.10

Translate into English:

- 1 *magistrī nostrī puellās fessās monēbant.*
- 2 '*librōs vestrōs, puerī mali, nōn laudō.*'
- 3 *puerī librōs ad oppidum rēgīnae portant.*
- 4 *librōs ad templum magnum nōn portābāmus.*
- 5 *magistrī librōs puellis pulchris dābant.*
- 6 *puellae pecūniam amābant sed magistrōs timēbant.*
- 7 *puer malus librum pulchrum in aquam altam portābat.*
- 8 *poēta clārus puellam pulchram spectābat.*
- 9 *puellās malās nōn amō.*
- 10 *puellae et puerī ē templō pulchrō ambulābant et in agrōs festinābant.*

## Exercise 5.11

Translate into Latin:

- 1 The miserable farmer
- 2 My daughter
- 3 The beautiful temples
- 4 Of the beautiful girls
- 5 Our arrows
- 6 'O inhabitants, we looked at your beautiful land.'
- 7 We overcome many inhabitants with our swords.
- 8 'O Queen, we were calling your messengers.'
- 9 The tired sailors sail towards the beautiful island.
- 10 You do not overcome our country with arrows and spears.

## Go further

### Other modern languages

A very large number of words in English are derived from Latin, but the links are even stronger with other modern languages such as French, Spanish and Italian. This is because the Roman Empire covered much of Europe and beyond, and the Latin language that was spoken there for hundreds of years developed, gradually, into modern French, Italian, Spanish, etc. Notice how the spelling may change from language to language, but the Latin root is always clear. Notice, also, how English very often has a word which is clearly not derived from Latin (*carry* does not come from *portō*) and yet has associated words (*portable*) which clearly are:

Latin	English	French	Spanish	Italian
portāre	portable	porter	(trans)portar	portare

## Exercise 5.12

Read the information above about other modern languages. Copy and complete the table of derivations below, using as many modern languages as you can.

Latin	English	French	Spanish	Italian
amāre				
dōnum				
amicus				
bonus				
malus				
liber				

## Exercise 5.13

Read the passage and answer the questions that follow:

### The Trojan prince, Hector, kills Patroclus

Graeci diū Troiam oppugnābant nec tamen oppidum superābant. Achillēs in castris cum amīcō, Patroclō, manēbat. Graeci timēbant. Patroclus, amīcus bonus, in proelium festinābat et cum Hectore pugnābat. Hector Patroclum superābat. Achillēs miser erat et in proelium festinābat. Achillēs Patroclum ad castra sua portābat et flēbat.

Graeci = the Greeks  
nec tamen = but ... not  
castra, -ōrum, n. pl. = camp  
Hectore (abl.) = Hector  
fleō, -ēre = I weep

- 1 diū (line 1). What part of speech is this?  
a noun   a verb   an adverb   a preposition
- 2 oppugnābant (line 1).
  - (a) In which person is this verb?  
1st   2nd   3rd
  - (b) What would it be if it were in the 3rd person singular?  
oppugnābam   oppugnābat   oppugnābās
- 3 amīcō (line 2).
  - (a) In which case is this word?  
vocative   ablative   dative   genitive
  - (b) What would it be if it were plural?  
amīcōrum   amīcīs   amīcōs
- 4 bonus (line 2).
  - (a) What part of speech is this word?  
a pronoun   an adjective   a verb   a noun
  - (b) With which word does it agree?  
amīcus   in   proelium
- 5 proelium (line 3). In which case is this word?  
nominative   vocative   accusative   genitive
- 6 Copy and complete the table below. The first one has been done for you.

Latin word from passage	Meaning of Latin word	English word which comes from the Latin word
amīcō (line 2)	friend	amicable
miser (line 3)		
portābat (line 4)		

7 portābat (line 4).

(a) In which person is this verb?

1st      2nd      3rd

(b) Give the number of this verb

singular      plural

(c) Who is the subject of this verb?

Achillēs      Patrōclum      castra

8 Complete the following Latin sentence:

The friends call the master.

amīcī \_\_\_\_\_ vocant.

dominus      dominum      dominōs      dominī

9 Which of these Latin sentences means 'The slave-girl is calling the farmer'?

ancilla agricolās vocat.      agricola ancillam vocat.

ancillae agricolam vocat.      ancilla agricolam vocat.

10 Complete the following sentence:

We overcome the inhabitants.

incolās \_\_\_\_\_

superat      superās      superātis      superāmus

## Go further

The Latin for 'but ... not' is *nec tamen*. The Romans would only very rarely have used *sed nōn*.

E.g. He loves war but does not fight = *bellum amat nec tamen pugnat*.

Similarly, the Latin for 'and ... not' is *nec*. Again, the Romans would not have used 'et nōn'.

E.g. He fears war and does not fight = *bellum timet nec pugnat*.

## Exercise 5.14

Translate into Latin:

1 We love our country.

2 You (pl.) love your daughter.

3 'Master, we do not like your books.'

- 4 'O masters, we do not like your books.'
- 5 They built a big wall near the water.
- 6 The Romans were overcoming the inhabitants of the country.
- 7 'O girls, you were warning your friend.'
- 8 'O Queen, the inhabitants of the country love your temples.'
- 9 We prepare the food in the field of the tired farmer.
- 10 You (sing.) were not warning your masters.

## Vocabulary 5

Latin	English
<b>Adjectives in -us</b>	
altus, -a, -um	high, deep
bonus, -a, -um	good
fessus, -a, -um	tired
magnus, -a, -um	big, great
malus, -a, -um	bad
multus, -a, -um	much, many
novus, -a, -um	new
parvus, -a, -um	small
Rōmānus, -a, -um	Roman
saevus, -a, -um	savage
tuus, -a, -um	your (of you (sing.))
<b>Adjectives in -er</b>	
miser, misera, miserum	miserable
noster, nostra, nostrum	our
pulcher, pulchra, pulchrum	beautiful
sacer, sacra, sacrum	sacred
vester, vestra, vestrum	your (of you (pl.))
<b>Nouns in -er</b>	
ager, agrī, m.	field
liber, librī, m.	book
magister, magistrī, m.	master
puer, puerī, m.	boy

## The deaths of Patroclus and Hector

In the last chapter we learnt about the origins of the Trojan War. We will now hear how it drew towards a close.

When Achilles withdrew from the fighting, the Trojans found that they were able to push the Greeks back towards their camp and began setting fire to their ships. All appeared to be lost. So Patroclus, Achilles's best friend, put on Achilles's armour and went back into the fighting. At first everyone fled from him, thinking that it was Achilles. But Hector, the son of the King of Troy, encountered him and after a brief fight, killed him with a spear.

Achilles was heartbroken when he heard about the death of his friend, and was persuaded to return to the fighting. Vowing revenge on Hector, he chased the prince around the walls of Troy and eventually cut him down and dragged his bloody corpse behind his chariot, back to the Greek camp.

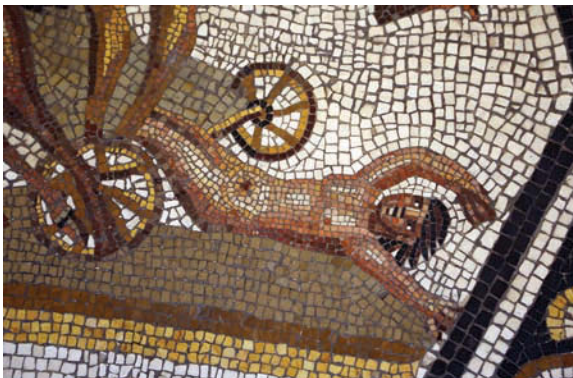
Achilles then showed his cruel side. Every day he would go out in his chariot and drag the blood-caked body of Hector around Patroclus's tomb. He would then leave it out in the heat of the day to rot. Eventually, however, Hector's father, the aged king Priam, came to Achilles and pleaded with him to return the body. The body was returned and a long truce was arranged while funeral games took place for the dead prince. The war then resumed.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

### Exercise 5.15

Find out what you can about the Trojan War.

- (a) Tell the story of either the death of Patroclus or the death of Hector.
- (b) How did the death you have written about affect the course of the war?



■ Achilles drags the corpse of Hector behind his chariot – from a mosaic in Rome

# 6

## The 3rd and 4th conjugations; questions

So now to finish off the verbs. We have met *amō* and *moneō*, and learnt to tell them apart by studying their principal parts. Verbs in *-ō*, *-āre* go like *amō*; verbs in *-eō*, *-ēre* go like *moneō*. In this chapter we will meet two more conjugations, the 3rd and 4th.

### Verbs like *regō*

Verbs of the 3rd conjugation go like *regō*. The endings for *regō* are similar to those which you have met before, but there are significant differences which should be noted carefully.

regō, regere = I rule			
Present Tense		Imperfect Tense	
reg-ō	I rule	reg-ēbam	I was ruling
reg-is	You rule	reg-ēbās	You were ruling
reg-it	He, she, it rules	reg-ēbat	He, she, it was ruling
reg-imus	We rule	reg-ēbāmus	We were ruling
reg-itis	You rule	reg-ēbātis	You were ruling
reg-unt	They rule	reg-ēbant	They were ruling

### Problems with *regō*

- 1 The present stem of *regō* is found in the 2nd principal part by chopping off *-ere* (rather than just *-re* as is normal).
- 2 The 2nd principal part of *regō* ends in *-ere*, just like the 2nd principal part of *moneō*. The difference is that verbs like *regō* go *-ō*, *-ere*, whereas verbs like *moneo* go *-eō*, *-ēre*. The 'é' of *monēre* is pronounced long (to rhyme with *hairy*), whereas in *regere* it is short (to rhyme with *Gregory*).

## Exercise 6.1

Study the information above about verbs like *regō*. Write out the present tense of the following. They may not all go like *regō*.

- |  |  |
|--|--|
| 1 <i>bibō, bibere</i> = I drink          | 3 <i>mittō, mittere</i> = I send               |
| 2 <i>surgō, surgere</i> = I rise, get up | 4 <i>terreō, terrere</i> = I terrify, frighten |

## Exercise 6.2

Write out in the imperfect tense:

- |  |                                     |
|--|-------------------------------------|
| 1 <i>currō, currere</i> = I run        | 3 <i>dūcō, dūcere</i> = I lead      |
| 2 <i>legō, legere</i> = I read, choose | 4 <i>scribō, scribere</i> = I write |

## Exercise 6.3

Translate into English:

- |                       |                       |                      |
|-----------------------|-----------------------|----------------------|
| 1 <i>bibunt.</i>      | 8 <i>legēbat.</i>     | 15 <i>scribēbam.</i> |
| 2 <i>discēdēbant.</i> | 9 <i>regēbat.</i>     | 16 <i>discēdunt.</i> |
| 3 <i>mittitis.</i>    | 10 <i>legitis.</i>    | 17 <i>dicunt.</i>    |
| 4 <i>currit.</i>      | 11 <i>legēbant.</i>   | 18 <i>currunt.</i>   |
| 5 <i>dūcēbat.</i>     | 12 <i>mittēbāmus.</i> | 19 <i>bibimus.</i>   |
| 6 <i>scribunt.</i>    | 13 <i>currēbātis.</i> | 20 <i>regēbant.</i>  |
| 7 <i>bibēbat.</i>     | 14 <i>legis.</i>      |                      |

## Exercise 6.4

Translate into Latin:

- |                          |                              |
|--------------------------|------------------------------|
| 1 I was ruling.          | 11 You (pl.) were departing. |
| 2 They were running.     | 12 You (pl.) are departing.  |
| 3 You (sing.) drink.     | 13 They are reading.         |
| 4 We write.              | 14 You (sing.) choose.       |
| 5 You (pl.) do not lead. | 15 She runs.                 |
| 6 I was saying.          | 16 We were drinking.         |
| 7 She leads.             | 17 You (sing.) do not drink. |
| 8 They were leading.     | 18 They lead.                |
| 9 I departed.            | 19 We were reading.          |
| 10 She was ruling.       | 20 They send.                |

## Exercise 6.5

Translate into English:

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1 nauta bibit.              | 6 magister novus nōn scribit.       |
| 2 puer fessus discēdebat.   | 7 amīcī nostrī aquam bibēbant.      |
| 3 dominus nūntiōs mittit.   | 8 puellae pulchrae librōs legēbant. |
| 4 puerī et puellae currunt. | 9 agricola ex agrō discēdebat.      |
| 5 Rōmānī equōs dūcēbant.    | 10 librum poētae Rōmānī legis.      |

## Exercise 6.6

Translate into English:

- 1 agricolae in agrō bibēbant.
- 2 puerī ē templō discēdebant.
- 3 rēgīna ancillās ad fēminam mittēbat.
- 4 puerī et puellae ad mūrū currēbant.
- 5 Rōmānī multōs servōs ad oppidū magnum dūcēbant.
- 6 dominū novū nōn timēmus.
- 7 servī nostrī aquam bibunt.
- 8 puellae parvae librum in templō legēbant.
- 9 agricola filiā rēgīnae magnopere timēbat.
- 10 nūntiī poētā ad dominū numquam mittunt.

## Exercise 6.7

Translate into Latin:

- 1 I was not ruling the slaves.
- 2 The girls were running.
- 3 The savage master was drinking.
- 4 They lead the horses into the field.
- 5 He was saying bad words.
- 6 The poet was writing a book.
- 7 We were reading the books.
- 8 They were sending messengers to the master.
- 9 She rules the great country.
- 10 You (pl.) fear many dangers.

## Questions in Latin

A question may be either general ('Are you running?') or specific ('Why are you running?'). These two types of question are put into Latin as follows:

- 1 Putting -ne on the end of the first word in the sentence.  
E.g. Are you running? = *currisne*?
- 2 Using a questioning word, such as *quis* = who? *quid* = what? *cūr* = why? or *ubi* = where?  
E.g. Why are you running? = *cūr curris*?  
E.g. Who is singing? = *quis cantat*?  
E.g. What were you drinking? = *quid bibēbās*?

### Exercise 6.8

Study the information above about questions in Latin. Then translate into English:

- 1 *cūr in agrīs currēbant*?
- 2 'bibitisne in agrīs, ō agricolae?'
- 3 *quis in agrīs ambulābat*?
- 4 *ubi habitābātis*?
- 5 *quis puerōs saevōs timēbat*?
- 6 *ubi labōrābātis, agricolae*?
- 7 *quis incolās patriae magnae regit*?
- 8 *magisterne puerōs et puellās vidēbat*?
- 9 *cūr puerī et puellae magistrum novum amant*?
- 10 *incolāsne sagittīs et gladiīs superābātis*?

### Exercise 6.9

Translate into Latin:

- 1 Does the tired farmer drink the water?
- 2 Was the sailor leading the inhabitants to the island?
- 3 Does the master see the small boys?
- 4 Why is the master reading the book?
- 5 Were we overcoming the inhabitants in the war?
- 6 Why is the tired farmer standing in the field?
- 7 Where is the beautiful queen?

- 8 Are the slaves departing from the country?  
 9 Were you (sing.) leading your friends into the field?  
 10 Who is the well-known farmer's daughter?

## Exercise 6.10

From which Latin words do the following English words derive? Translate the Latin words and explain the meaning of the English words. The first one has been done for you.

Nautical      nauta = sailor.      Nautical means 'to do with sailing'.

- |               |            |            |
|---------------|------------|------------|
| 1 Miserable   | 5 Magnify  | 9 Scribe   |
| 2 Agriculture | 6 Amicable | 10 Legible |
| 3 Multiply    | 7 Imbibe   |            |
| 4 Library     | 8 Dominate |            |

## Verbs like audiō

Verbs of the 4th conjugation go like audiō. Audiō is very similar to regō, copying the spelling (although not the pronunciation) of its endings almost exactly. Verbs like audiō have principal parts which go -iō, -īre. The present stem is found in the second principal part by chopping off -re (audī-).

audiō, audīre = I hear			
Present Tense		Imperfect Tense	
audi-ō	I hear	audi-ēbam	I was hearing
audī-s	You hear	audi-ēbās	You were hearing
audi-t	He, she, it hears	audi-ēbat	He, she, it was hearing
audī-mus	We hear	audi-ēbāmus	We were hearing
audī-tis	You hear	audi-ēbātis	You were hearing
audi-unt	They hear	audi-ēbant	They were hearing

### Points to note with audiō:

- The present tense endings are the same as for amō and moneō except in the 3rd person plural where it goes -unt like regō instead of -nt.
- The imperfect is identical to regō.
- Verbs like audiō have principal parts which begin -iō, -īre.

## Exercise 6.11

Study the information above about verbs like *audiō*. Write out the following tenses of the following verbs:

- 1 Present tense of *dormiō*, *dormīre* = I sleep
- 2 Present tense of *veniō*, *venīre* = I come
- 3 Imperfect tense of *dormiō*, *dormīre* = I sleep
- 4 Imperfect tense of *veniō*, *venīre* = I come

## Exercise 6.12

Translate into English:

- |                      |                          |
|----------------------|--------------------------|
| 1 <i>audiēbat</i> .  | 6 <i>cūr dormiēbant?</i> |
| 2 <i>monetne?</i>    | 7 <i>dābat</i> .         |
| 3 <i>dormiēbat</i> . | 8 <i>dormit</i> .        |
| 4 <i>veniēbat</i> .  | 9 <i>quis dūcēbat?</i>   |
| 5 <i>currēbat</i> .  | 10 <i>dormiēbātis</i> .  |

## Exercise 6.13

Translate into Latin:

- |                              |                     |
|------------------------------|---------------------|
| 1 He was sleeping.           | 6 They listen.      |
| 2 We were coming.            | 7 They listened.    |
| 3 They were listening.       | 8 She sleeps.       |
| 4 You (pl.) are sleeping.    | 9 She was sleeping. |
| 5 You (sing.) were sleeping. | 10 They come.       |

## Exercise 6.14

Translate into English:

- 1 *puella magistrum nōn audiēbat*.
- 2 *quis puellam dē periculō monet?*
- 3 *puella nōn audiēbat sed dormiēbat*.
- 4 *magister ad puellam veniēbat*.
- 5 *puella ad magistrum currēbat*.

- 6 cūr amīcī in agrō dormiēbant?  
 7 puella magistrō librum magnum dābat.  
 8 magister miser nōn dormit.  
 9 puellane amīcōs in viam dūcēbat?  
 10 magister sub mūrō dormiēbat.

## Adverbs

Adverbs are mainly used to describe *how* or *when* things are done, e.g. quickly, slowly, well, often, etc. In Latin they are easy, as they do not have endings to change like nouns or adjectives, and simply have to be learnt as pieces of vocabulary. You have already learnt the adverb nōn = not, and the words cūr? and ubi? are also adverbs. Others to learn are:

igitur = therefore  
 magnopere = greatly, very much  
 numquam = never  
 quod = because  
 quoque = also  
 subitō = suddenly  
 tamen = however

### Exercise 6.15

Read the passage and answer the questions that follow:

#### The first Roman traitress

Rōmulus incolās regēbat; incolae Romānī contrā Sabīnōs in bellō pugnābant. Tarpeia puella Rōmāna erat. aquam in oppidum puella portābat. puella fessa erat. Tarpeia Sabīnōs vidēbat. Sabīnī puellam nōn vidēbant. Sabīnī puellam nōn audiēbant. Sabīnī scūta magna et armillās pulchrās habēbant. Tarpeia armillās amābat et clāmābat: ‘armillās vestrās amō,’  
 5 inquit. ‘armillās vestrās magnopere cupiō.’ Tarpeia Sabīnōs in oppidum dūcēbat quod armillās magnopere cupiēbat. Sabīnī tamen puellam malam nōn amābant. in oppidum ambulābant et armillās puellae malae dābant. sed scūta quoque puellae malae dābant. scūta magna in\* puellam miseram iaciēbant. scūtis magnīs puellam scelestam superābant et necābant.

\*Note how in + acc. can mean ‘at’ in the sense of throwing something ‘at’ someone.

Sabīnī, masc. pl. = the Sabines  
 armilla, -ae, f. = bracelet  
 inquit = she said  
 cupiō = I want  
 iaciō = I throw  
 scelestus, -a, -um = wicked

- 1 Romānī contrā Sabīnōs in bellō pugnābant (line 1). What were the Romans doing?
- 2 Tarpeia puella Rōmāna erat (lines 1–2). Who was Tarpeia?
- 3 aquam in oppidum puella portābat (line 2). What was Tarpeia doing?
- 4 Sabīnī scūta magna ...Tarpeia armillās amābat (lines 3–4). What were the Sabines carrying and why was this of interest to Tarpeia?
- 5 clāmābat: ‘armillās ... cupiō.’ (line 4). What did Tarpeia shout?
- 6 Tarpeia ... magnopere cupiēbat (lines 5–6). Why did Tarpeia agree to lead the Sabines into the town?
- 7 incolās (line 1). In which case is this word?  
Nominative    Accusative    Genitive    Ablative
- 8 pugnābant (line 1). In which tense is this verb?  
Present    Imperfect
- 9 oppidum (line 2). Why is this word in the accusative case?  
Subject of the verb    Object of the verb    It follows the preposition in
- 10 fessa (line 2). What sort of word is this?  
Verb    Adjective    Pronoun    Adverb
- 11 vestrās (line 4). What sort of word is this?  
Verb    Adjective    Pronoun    Adverb
- 12 scūtīs (line 8). This word means ‘with the shields’. How would you say in Latin ‘with the shield’?  
scūtō    scūta    scūtae    scūtī
- 13 miseram (line 8). Translate this word and give an English word derived from it.
- 14 Sabīnī tamen ... necābant (lines 8–9). Translate these lines into English.

## Exercise 6.16

Copy and complete the table below. The first one has been done for you.

	Latin word	Meaning of Latin	English word derived
	dominōs	the masters	dominate
1	dūcēbant		
2	librōs		
3	audiēbāmus		
4	regunt		
5	novus		

	Latin word	Meaning of Latin	English word derived
6	trāns		
7	scribunt		
8	magister		
9	dormiēbant		
10	amicōs		

## Vocabulary 6

Latin Verbs	English
audiō, audire	I hear
bibō, bibere	I drink
currō, currere	I run
dormiō, dormire	I sleep
dīcō, dicere	I say
discēdō, -ere	I depart
dūcō, ducere	I lead
legō, legere	I read, choose
mittō, mittere	I send
regō, regere	I rule
scribō, scribere	I write
veniō, venire	I come
Pronouns	
quid?	What?
quis?	Who?
Adverbs	
cūr?	Why?
-ne ...?	Asks a question
ubi?	Where?
igitur	therefore
magnopere	greatly
numquam	never

## ○ Horatius saves Rome

From its foundation by Romulus, Rome was ruled by a succession of seven kings until 510 BC when the last of these, Tarquin the Proud, was driven out of the city by the people. Furious at this, he sought help from the neighbouring Etruscan king, Lars Porsenna, King of Clusium. Lars Porsenna marched on Rome at the head of a huge army of Etruscans. He captured the Janiculum hill and was preparing to cross the River Tiber at the Pons Sublicius. But it was here that a brave Roman called Horatius Cocles took up his station, determined to save the city. He realised that the only way to frustrate the enemy was to destroy the bridge before they could cross. So, calling for assistance from two companions, Spurius Lartius and Titus Herminius, Horatius held off the Etruscan army, while the rest of the Romans began to hack away at the bridge. As soon as the bridge was about to collapse, Horatius sent his two companions back to safety while he himself continued to hold off the enemy single-handed.

Suddenly, with an almighty crash, the Pons Sublicius fell into the Tiber. Horatius had saved Rome. Then, holding his arms up in prayer, the young man called upon the river god, Father Tiber, with the words 'accept this man and these arms into your waters'. He then leapt, fully armed, into the river and swam to safety on the other side.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

### Exercise 6.17

Find out what you can about Lars Porsenna and his war with Rome.

- (a) Tell the story of how Horatius saved Rome.
- (b) Which qualities in Horatius do you think the Romans particularly admired?



■ Horatius and his two companions at the Pons Sublicius – an artist's impression

# 7

## The mixed conjugation; Roman numerals

### Verbs like capiō

There is one more conjugation, called the *mixed conjugation*, which is a combination of the 3rd and 4th.

capiō, capere = I capture, I take			
Present Tense		Imperfect Tense	
capi-ō	I capture	capi-ēbam	I was capturing
cap-is	You capture	capi-ēbās	You were capturing
cap-it	He, she, it captures	capi-ēbat	He, she, it was capturing
cap-imus	We capture	capi-ēbāmus	We were capturing
cap-itis	You capture	capi-ēbātis	You were capturing
cap-unt	They capture	capi-ēbant	They were capturing

Mixed conjugation verbs go like capiō.

- Although they start -iō (like audiō), their 2nd principal part goes -ere (like regō).
- Their endings are exactly like audiō **when this leads to two vowels together** (e.g. capiō, capiunt, capiēbam, etc.), and like regō when this is not the case (e.g. capis, capit, capimus, etc.).
- For the time being (apart from the present infinitive in -ere) this only affects the pronunciation of the i in the present tense, so treat capiō like audiō and you will be fine.

### Exercise 7.1

Study the information above about verbs like capiō. Note how they can be recognised by the fact that, although their 1st principal part goes -iō (like audiō), their 2nd principal part goes -ere (like regō). Write out the following:

- 1 Present tense of cupiō, cupere = I want, desire
- 2 Present tense of iaciō, iacere = I throw
- 3 Imperfect tense of faciō, facere = I do, make

## Exercise 7.2

Translate into English:

- |              |               |
|--------------|---------------|
| 1 cupimus.   | 6 capiēbāmus. |
| 2 facitis.   | 7 cupiēbat.   |
| 3 iacitis.   | 8 cupitis.    |
| 4 capiēbat.  | 9 iaciēbam.   |
| 5 faciēbant. | 10 capere.    |

## Exercise 7.3

Translate into Latin:

- |                     |                             |
|---------------------|-----------------------------|
| 1 He was capturing. | 6 They were taking.         |
| 2 She was throwing. | 7 He was throwing.          |
| 3 They take.        | 8 To do.                    |
| 4 You (pl.) want.   | 9 To make.                  |
| 5 To throw.         | 10 You (sing.) were taking. |

## Exercise 7.4

Translate into English:

- 1 quis cupit oppidum oppugnāre?
- 2 'quid facis, puer?'
- 3 'cūr aquam iacitis, ancillae?'
- 4 incolae in templō numquam dormiunt.
- 5 ubi est filia rēgīnae?
- 6 Rōmānī puellam malam capiēbant.
- 7 dominus servōs miserōs in agrum dūcere cupiēbat.
- 8 puerī et puellae librōs legere cupiunt.
- 9 servī mali cibum in aquam iaciēbant.
- 10 agricola equum fessum trāns aquam dūcere nōn cupiēbat.

## Roman numerals

The numerals we use are Arabic numerals (1, 2, 3, etc.). The Romans, as you would expect, used Roman numerals (I, II, III, etc.). Numerals, when written as *words*, may be cardinal (one, two, three, etc.) or ordinal (first, second, third, etc.). The numerals from 1 to 10 are as follows:

Numerals	Cardinals	Ordinals
I	ūnus	prīmus
II	duō	secundus
III	trēs	tertius
IV/IIII	quattuor	quārtus
V	quīnque	quīntus
VI	sex	sextus
VII	septem	septimus
VIII	octo*	octāvus
IX	novem	nōnus
X	decem	decimus

\*The final o of octo can be pronounced long or short.

Of the numerals, only ūnus, duō and trēs decline (you will learn how later). Ordinals decline like bonus and must agree with the noun they describe.

E.g. the first boy = puer prīmus; the first girl = puella prīma; etc.

Note that the Roman year began in March and originally contained only ten months. This explains why the months September–December are derived from the Latin for 7–10 (and not 9–12 as one would expect).

### Exercise 7.5

Translate into English:

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1 ūnus agricola; agricola prīmus    | 6 sex equī; equus sextus        |
| 2 duō domini; dominus secundus      | 7 septem poētae; poēta septimus |
| 3 trēs nūntiī; nūntius tertius      | 8 octo insulae; insula octāva   |
| 4 quattuor sagittae; sagitta quārta | 9 novem rēgīnae; rēgīna nōna    |
| 5 quīnque oppida; oppidum quīntum   | 10 decem mūrī; mūrus decimus    |

## Exercise 7.6

Study the information above about Roman numerals. Then give the Latin for:

- 1 One boy; the first boy
- 2 Two farmers; the second farmer
- 3 Three sailors; the third sailor
- 4 Four girls; the fourth girl
- 5 Five women; the fifth woman
- 6 Six masters; the sixth master
- 7 Seven Romans; the seventh Roman
- 8 Eight arrows; the eighth arrow
- 9 Nine shields; the ninth shield
- 10 Ten islands; the tenth island

## Exercise 7.7

From which Latin words do the following derive? Give and translate the Latin word and explain the meaning of the English one, showing the connection between the English and Latin. The first one has been done for you.

Insulate     *īnsula* = island. To insulate is to surround (as water surrounds an island).

- |               |             |
|---------------|-------------|
| 1 Octet       | 6 Quartet   |
| 2 Quintuplets | 7 Secondary |
| 3 Duet        | 8 October   |
| 4 Prime       | 9 November  |
| 5 Tertiary    | 10 December |

## Exercise 7.8

Translate into English:

- 1 *ūnus equus in agrō stābat.*
- 2 *trēs ancillae prope templum dormiēbant.*
- 3 *quīnque amīcōs magnopere amat.*
- 4 *septem servōs et decem ancillās habēbat rēgīna nostra.*

- 5 ubi sunt novem gladii?
- 6 Rōmānī quattuor servōs ex oppidō dūcēbant.
- 7 Mārcus erat dominus tertius meus.
- 8 quis erat secunda rēgīna oppidī parvī?
- 9 magister librum primum legere cupit.
- 10 decem agricolās laudābāmus.

## filius, deus, vir

The following nouns are 2nd declension but have some slightly strange forms. Strange forms are shown in bold.

Nom.	filius = son	deus = god	vir = man
Voc.	<b>fili</b>	<b>deus</b>	<b>vir</b>
Acc.	filium	deum	virum
Gen.	filiī (or <b>fili</b> )	deī	virī
Dat.	filiō	deō	virō
Abl.	filiō	deō	virō
Nom.	filiī	<b>dī</b> (or deī)	virī
Voc.	filiī	<b>dī</b> (or deī)	virī
Acc.	filiōs	deōs	virōs
Gen.	filiōrum	deōrum (or <b>deum</b> )	virōrum (or <b>virum</b> )
Dat.	filiīs	<b>dīs</b> (or deīs)	virīs
Abl.	filiīs	<b>dīs</b> (or deīs)	virīs

## Go further

Both *filius* and *deus* have 1st declension feminine versions (*filia* = daughter and *dea* = goddess), which you have already met. These decline like *puella* but, to avoid confusion in the dative and ablative plural, they go *filiābus* and *deābus*.

## Exercise 7.9

Translate into English:

- 1 filius parvus magistrī ad oppidum novum festinābat.
- 2 agricolae trēs equōs ad filiā rēgīnae dūcēbant.
- 3 septem puellae dīs prope mūrōs oppidī cantābant.
- 4 sex puerī per viās oppidī novī currēbant.
- 5 tandem ex oppidō veniēbat et in agrōs festinābat.
- 6 sex virī et septem fēminae cum dominō discēdēbant.
- 7 ad oppidum novum Rōmānī numquam veniēbant.
- 8 multī incolae equum pulchrum habēre cupiēbant.
- 9 dī templum sacrum Rōmānōrum nōn amābant.
- 10 cūr verba virī saevī timētis?

## Go further

In Latin, a vowel is always long when followed by *ns* or *nf*. Note that this even applies to the word *in* when it comes before a word beginning with *s* or *f*.

E.g. *in suō agrō* = in his field.

## Exercise 7.10

Study the information above about *filius*, *deus* and *vir*. Note the strange forms for *fīlia* and *dea* in the dative and ablative plural. Then translate into Latin, taking particular care with nos. 9 and 10:

- 1 We saw the men.
- 2 They feared the savage gods.
- 3 I hear the sons of the master.
- 4 The son of a god ruled the Romans.
- 5 The Romans were singing to the gods.
- 6 The men gave gifts to the goddess.
- 7 The good man was giving a horse to the daughter of the queen.
- 8 The gods warned the wretched men about the war.
- 9 I was giving a gift to my sons and daughters.
- 10 We gave gifts to the gods and goddesses.

## Exercise 7.11

Read the passage and answer the questions that follow:

### Ulysses and the trick of the wooden horse

Graeci oppidum Troiam diu oppugnabant nec tamen superabant. bellum longum erat. unus Graecorum, Ulixes, callidissimus erat. ad patriam suam revenire magnopere cupiebat. feminam suam et filium videre magnopere cupiebat. equum lignum aedificabat et prope castra equum relinquebat. in equo multos viros, multos gladios, multas sagittas ponebat.  
5 deinde Graeci a Troia navigabant.

Troiāni laeti erant quod bellum non amabant. equum lignum videbant et in oppidum portare cupiebant. unus Troiānorum, Laocoön, equum timebat. 'Graecos timeo' inquit. 'etiam dona Graecorum timeo.' Troiāni tamen equum non timebant et in oppidum portabant.

tandem Troiāni in oppido dormiebant. Ulixes et viri ex equo veniebant et per vias oppidi  
10 festinabant. incolae gladiis et hastis necabant et oppidum incendebant.

Graeci = the Greeks

Troia = Troy

nec tamen = but ... not

Ulixes = Ulysses

callidissimus = very cunning

revenio, -ire = to come back, return

femina (here) = wife

lignus, -a, -um = wooden

castra (acc.) = the camp

relinquo = I leave

Troiāni, -orum, m. pl. = the Trojans

inquit = he said

dōnum, -i, n. = gift

incendo = I set fire to

- 1 Graeci oppidum Troiam diu oppugnabant (line 1).  
What were the Greeks doing for a long time?
- 2 bellum longum erat (line 1). How is the war described?
- 3 unus Graecorum, Ulixes, callidissimus erat (lines 1–2).  
Who was Ulysses and how is he described?
- 4 ad patriam ... videre magnopere cupiebat (line 2).  
What did Ulysses want to do?
- 5 equum lignum aedificabat ... sagittas ponebat (lines 3–4).  
Describe what Ulysses did to trick the Trojans.
- 6 bellum (line 1). In which case is this word?  
Nominative      Vocative      Accusative      Genitive
- 7 portare (line 6).  
(a) What part of the verb is this?  
3rd singular present tense      2nd plural present tense  
Present infinitive      Present stem  
(b) What does it mean?  
He carries      They carry      We carry      To carry



■ The wooden horse of Troy – a modern replica in Turkey

8 oppidum (line 8).

(a) In which case is this word?

Nominative      Vocative      Accusative      Genitive

(b) Why is this case used?

It is the subject

It is the object

It follows the preposition in

It follows portare

9 Translate the passage into English.

## Vocabulary 7

Latin	English
<b>Nouns</b>	
deus, deī, m.	god
filius, filiū, m.	son
vir, virī, m.	man
<b>Numerals</b>	
ūnus	one
duō	two
trēs	three
quattuor	four
quīque	five
sex	six
septem	seven
octo	eight
novem	nine
decem	ten
prīmus, -a, -um	first
secundus, -a, -um	second
tertius, -a, -um	third
<b>Verbs</b>	
capiō, -ere	I capture, take
cupiō, -ere	I want, desire
faciō, -ere	I do, make
iaciō, -ere	I throw

## Mucius Scaevola

After Horatius had frustrated the efforts of Lars Porsenna by having the bridge destroyed (see Chapter 6), Lars Porsenna besieged Rome. After a while food began to run out in the city. Keen to help save his

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

fellow citizens from starvation, a young Roman patrician, Gaius Mucius, approached the enemy camp. Sneaking past the guards he made for the king's tent, resolved to kill Lars Porsenna and put an end to the war. However, Gaius Mucius mistook the king's paymaster for the king, and having killed him, was promptly arrested and dragged before Lars Porsenna.

When questioned as to his identity and his intentions, Gaius said that he was a Roman who had come to kill the king. 'I am a Roman citizen,' he said, 'and Roman citizens do not fear death. Nor am I alone in wanting to kill you. There are many more Roman citizens prepared to risk their lives to kill you. You will have to fight each one in turn.'

Lars Porsenna flew into a rage and threatened to have the young man burnt alive. But Gaius was not afraid. He thrust his right hand into the flames of a nearby brazier with the words 'I do not fear pain.' Lars Porsenna was impressed by this display of bravery and sent him back to Rome. Furthermore, he soon made peace with the Romans, perhaps because he was concerned that he would be unable to defeat a city of citizens such as Gaius Mucius.

As for Gaius Mucius, shortly after this he was rewarded with a piece of land, and was ever after nicknamed Scaevola ('left-handed'), on account of the fact that he was unable to use his heavily disfigured right hand.

## Exercise 7.12

- 1 (a) Tell the story of Mucius Scaevola.
- (b) What qualities in Gaius Mucius do you think Lars Porsenna admired?
- 2 (a) How did Odysseus use the trick of the wooden horse to overthrow the city of Troy?
- (b) In what ways did Odysseus deserve his reputation as a master of trickery?



■ Mucius Scaevola deliberately burning his hand – from a stone relief

# 8

## The perfect tense; principal parts

### The perfect tense

The perfect tense is used to describe a *completed* action in the past (unlike the imperfect tense, which refers to *uncompleted* actions).

E.g. I have read the book (perfect tense)

E.g. I was reading the book (imperfect tense)

The perfect tense is formed by adding a set of endings to the **perfect stem**. Each verb has a perfect stem which is different, sometimes very different, from the present stem. The perfect tense endings are the same for all verbs of all conjugations.

amāv-ī	I have loved
amāv-istī	You (sing.) have loved
amāv-it	He, she, it has loved
amāv-imus	We have loved
amāv-istis	You (pl.) have loved
amāv-ērunt	They have loved

### Principal parts

To understand how to form the perfect tense of all the other verbs, we need to explain how principal parts work. All Latin verbs have things called **principal parts**. These are the four main parts of the verb, from which all other parts can be formed. The principal parts of amō are as follows:

1	2	3	4
am-ō	amā-re	amāv-ī	amāt-um
I love	To love	I have loved	(supine)

- The *first principal part* is the 1st person singular of the present tense and gives us the basic meaning of the verb.
- The *second principal part* is the **present infinitive**, and is used to find the **present stem** of the verb (by chopping off the -re).

- The *third principal part* is the 1st person singular of the perfect tense, and is used to find the **perfect stem** of the verb (by chopping off the -ī).
- The *fourth principal part* is the supine. This is a very rare part of the verb, but is useful as it gives us (by chopping off the -um) the **supine stem**, used for forming some of the passive tenses of the verb (described later in the course).

Although you won't need that fourth principal part for a while, it is much easier to learn all four of a verb's principal parts now, rather than finding that you need to come back and learn it later.

Almost all 1st conjugation verbs form their principal parts in exactly the same way as *amō* does (i.e. -ō, -āre, -āvī, -ātum). Thus *nāvigō* = I sail has the following principal parts:

<i>nāvigō</i>	<i>nāvigāre</i>	<i>nāvigāvī</i>	<i>nāvigātum</i>
I sail	To sail	I have sailed	(supine)

## Exercise 8.1

Read the information above about principal parts. Write out the principal parts and meaning of the following 1st conjugation verbs:

- |                  |                  |
|------------------|------------------|
| 1 <i>nāvigō</i>  | 6 <i>habitō</i>  |
| 2 <i>ambulō</i>  | 7 <i>oppugnō</i> |
| 3 <i>vocō</i>    | 8 <i>portō</i>   |
| 4 <i>labōrō</i>  | 9 <i>laudō</i>   |
| 5 <i>festinō</i> | 10 <i>rogō</i>   |

## Exercise 8.2

Using the principal parts of the verbs from Exercise 8.1, write out the perfect tense of the following verbs:

- 1 *nāvigō*
- 2 *ambulō*
- 3 *vocō*
- 4 *labōrō*
- 5 *festinō*

## Principal parts to watch out for

Two 1st conjugation verbs have rather unusual principal parts. Once you have learnt them, however, their perfect tenses form as you would expect. Simply chop off the -ī and add the endings:

dō	dāre	dedī	dātum	I give
stō	stāre	stetī	stātum	I stand
		ded-ī	stet-ī	
		ded-istī	stet-istī	
		ded-it	stet-it	
		ded-imus	stet-imus	
		ded-istis	stet-istis	
		ded-ērunt	stet-ērunt	

### Exercise 8.3

Translate into English:

- |                  |                   |                    |
|------------------|-------------------|--------------------|
| 1 nāvīgāvimus.   | 8 nōn portāvī.    | 15 oppugnāvimus.   |
| 2 amāre.         | 9 nōn laudāvistī. | 16 portāvistī.     |
| 3 vocāvit.       | 10 rogāre.        | 17 rogāvimus.      |
| 4 labōrāvērunt.  | 11 dedit.         | 18 aedificāvērunt. |
| 5 festīnāvistis. | 12 habitāvistis.  | 19 ambulāvistī.    |
| 6 habitāvērunt.  | 13 intrāvimus.    | 20 cantāvērunt.    |
| 7 oppugnāvī.     | 14 stetērunt.     |                    |

### Exercise 8.4

Read the information above about principal parts and the perfect tense. Then translate into Latin:

- |                            |                           |                           |
|----------------------------|---------------------------|---------------------------|
| 1 I have sailed.           | 8 He has killed.          | 15 You (sing.) have lived |
| 2 You (sing.) have called. | 9 You (pl.) have carried. | 16 I have praised.        |
| 3 You (sing.) have built.  | 10 To praise              | 17 She has killed.        |
| 4 They have worked.        | 11 He has given.          | 18 They have carried.     |
| 5 She has hurried.         | 12 They have attacked.    | 19 We have given.         |
| 6 To attack                | 13 You (pl.) have stood.  | 20 I have stood.          |
| 7 We have not asked.       | 14 We have entered.       |                           |

## Exercise 8.5

You have now learnt three tenses plus the present infinitive of 1st conjugation verbs like *amō*. Taking care over which endings are being used, translate the following into English:

- |                  |                   |
|------------------|-------------------|
| 1 laudāmus.      | 11 ambulātis.     |
| 2 portāre.       | 12 amābāmus.      |
| 3 vocābat.       | 13 cantāre.       |
| 4 necāvērunt.    | 14 festināvērunt. |
| 5 intrāvistis.   | 15 labōrāvimus.   |
| 6 habitābant.    | 16 nāvīgāvistī.   |
| 7 oppugnāre.     | 17 parāvit.       |
| 8 nōn superābam. | 18 pugnābāmus.    |
| 9 stant.         | 19 spectāvistis.  |
| 10 rogāvit.      | 20 vocāre.        |

## Exercise 8.6

Translate into Latin:

- |                             |                         |
|-----------------------------|-------------------------|
| 1 We build.                 | 11 He has given.        |
| 2 To work.                  | 12 I have attacked.     |
| 3 You (sing.) have hurried. | 13 She was living.      |
| 4 We were sailing.          | 14 You (pl.) enter.     |
| 5 They were calling.        | 15 We were praising.    |
| 6 You (pl.) like.           | 16 She has killed.      |
| 7 To fight.                 | 17 To carry.            |
| 8 You (sing.) have entered. | 18 They have not asked. |
| 9 I was not asking.         | 19 He has stood.        |
| 10 She does not work.       | 20 They have not stood. |

### More on principal parts: the other conjugations

We have seen how the principal parts of *amō* work, and how they are used to help us form the perfect tense. We have seen how most 1st conjugation verbs have principal parts that go *-ō*, *-āre*, *-āvī*, *-ātum*.

We now need to learn the principal parts of verbs of the other regular conjugations.

2nd	moneō	monēre	monuī	monitum
3rd	regō	regere	rēxī	rēctum
4th	audiō	audire	audivī	audītum
Mixed	capiō	capere	cēpī	captum

With these conjugations, unlike the 1st conjugation, there is no pattern that the verbs regularly follow in the 3rd and 4th principal parts. You simply have to learn a verb's principal parts when you meet the verb, because unless you do, you will not know how the verb forms its perfect tense.

The good news, however, is that if you do know a verb's principal parts, you will be able to form its perfect tense without any difficulty. Simply go to the 3rd principal part, chop off the *-ī* (to get the perfect stem) and add the perfect tense endings.

## 2nd conjugation

### Exercise 8.7

Some verbs (such as *timeō*) do not have a supine.

Copy out and learn the principal parts of the following 2nd conjugation verbs:

dēleō	dēlēre	dēlēvī	dēlētum	I destroy
habeō	habēre	habuī	habitus	I have
iubeō	iubēre	iussī	iussum	I order
maneō	manēre	mānsī	mānsum	I remain
moveō	movēre	mōvī	mōtum	I move
respondeō	respondēre	respondī	respōnsum	I answer
rīdeō	rīdēre	rīsī	rīsum	I laugh
teneō	tenēre	tenuī	tentum	I hold
terreō	terrēre	terruī	territum	I frighten
timeō	timēre	timuī	–	I fear
videō	vidēre	vīdī	vīsum	I see

1 Write out the perfect tense of the first three of these verbs.

2 Give the Latin for:

- |                          |                              |
|--------------------------|------------------------------|
| (a) He has feared.       | (e) You (pl.) have remained. |
| (b) She has seen.        | (f) To answer.               |
| (c) They have destroyed. | (g) They hold.               |
| (d) We have ordered.     | (h) He has held.             |

3 Translate into English:

- |                 |                  |
|-----------------|------------------|
| (a) risit.      | (e) respondisti. |
| (b) vidit.      | (f) tenēre.      |
| (c) dēlēvērunt. | (g) monētis.     |
| (d) mānsimus.   | (h) manēre.      |

## Exercise 8.8

Translate the following into English:

- |              |                |                |                |
|--------------|----------------|----------------|----------------|
| 1 habēmus.   | 6 vidēbant.    | 11 tenētis.    | 16 timuisti.   |
| 2 monēre.    | 7 dēlēre.      | 12 terrēbāmus. | 17 vīdit.      |
| 3 movēbat.   | 8 nōn iubēbam. | 13 habēre.     | 18 videt.      |
| 4 rīsērunt.  | 9 manent.      | 14 monuērunt.  | 19 dēlēvistis. |
| 5 timuistis. | 10 respondit.  | 15 ridēmus.    | 20 tenēre.     |

## Exercise 8.9

Translate into Latin:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 You (pl.) have.           | 11 He has terrified.       |
| 2 To warn.                  | 12 I have advised.         |
| 3 You (sing.) have moved.   | 13 She was moving.         |
| 4 We were laughing.         | 14 You (pl.) warn.         |
| 5 They were fearing.        | 15 We were moving.         |
| 6 You (pl.) see.            | 16 She has laughed.        |
| 7 To destroy.               | 17 To fear.                |
| 8 You (sing.) have ordered. | 18 They have not seen.     |
| 9 I was not remaining.      | 19 He has feared.          |
| 10 She does not hold.       | 20 They have not remained. |

### 3rd conjugation

#### Exercise 8.10

Copy out and learn the principal parts of the following 3rd conjugation verbs.

bibō	bibere	bibī	-	I drink
cōstituō	cōstituere	cōstitutī	cōstitutum	I decide
cōsūmō	cōsūmere	cōsūmpsī	cōsūmptum	I eat
currō	currere	cucurrī	cursum	I run
dīcō	dīcere	dīxī	dictum	I say
discēdō	discēdere	discessī	discessum	I depart
dūcō	dūcere	dūxī	ductum	I lead
legō	legere	lēgī	lēctum	I read
lūdō	lūdere	lūsī	lūsum	I play
mittō	mittere	mīsī	missum	I send
ostendō	ostendere	ostendī	ostentum	I show
pōnō	pōnere	posuī	positum	I place
scribō	scribere	scripsī	scriptum	I write

1 Write out the perfect tense of the first three of these verbs.

2 Give the Latin for:

(a) She has run.

(e) You (sing.) have read.

(b) He has said.

(f) I have shown.

(c) We have departed.

(g) They have written.

(d) They have led.

(h) To send.

3 Translate into English:

(a) dīxit.

(d) scripsimus.

(g) bibitis.

(b) dūxistis.

(e) lūsistī.

(h) ostendere.

(c) posuērunt.

(f) cucurrit.

#### Exercise 8.11

Translate the following into English:

1 bibimus.

4 discessērunt.

7 lēgit

2 currere.

5 dūxistis.

8 nōn mittēbat.

3 dicēbat.

6 legit.

9 mittit.

- 10 mīsit.                      14 cōnsūmpsērunt.                      18 lūsit.  
 11 regitis.                      15 cōstituimus.                      19 ostenditis.  
 12 rēxistis.                      16 cōstituistī.                      20 ostendistis.  
 13 scribere.                      17 lūdit.

## Exercise 8.12

Translate into Latin:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 I drink.                  | 11 He has played.          |
| 2 To say.                   | 12 I have shown.           |
| 3 You (sing.) have run.     | 13 She was placing.        |
| 4 We were departing.        | 14 You (pl.) place.        |
| 5 They were leading.        | 15 We were drinking.       |
| 6 You (pl.) send.           | 16 She has run.            |
| 7 To rule.                  | 17 To decide.              |
| 8 You (sing.) have written. | 18 They have not departed. |
| 9 I am not deciding.        | 19 He has led.*            |
| 10 She does not eat.        | 20 They have not read.     |

\*N.B. Many people misspell the past tense of the English verb 'to lead'. The past tense of 'he leads' is 'he led'.

## 4th and mixed conjugations

## Exercise 8.13

Copy out and learn the principal parts of the following 4th and mixed conjugation verbs.

audiō	audire	audīvī	audītum	I hear
dormiō	dormire	dormīvī	dormītum	I sleep
veniō	venire	vēnī	ventum	I come
capīō	capere	cēpī	captum	I capture, take
cupīō	cupere	cupīvī	cupītum	I want, desire
iaciō	iacere	iēcī	iactum	I throw

- 1 Write out the perfect tense of dormiō, veniō and iaciō.  
 2 Give the Latin for:  
 (a) She has slept.                      (b) He has captured.                      (c) We have thrown.

### 3 Translate into English:

- |                 |              |
|-----------------|--------------|
| (a) dormīvit.   | (e) iacimus. |
| (b) cupīvērunt. | (f) vēnit.   |
| (c) iēcistis.   | (g) venit.   |
| (d) capere.     | (h) iacere.  |

## Exercise 8.14

Read the passage and answer the questions that follow:

### Tarquin the Proud seizes the throne

Servius Tullius Rōmam regēbat. Rōmānī, quod servus erat, dominum nōn amābant. Tullia, filia dominī, Rōmam regere cupiēbat. Lūciō Tarquiniō, virō magnō sed saevō, nūpsit. Lūcius Tarquinius Rōmam regere magnopere cupīvit. Tarquinius et Tullia scelesti erant. Tarquinius et Tullia ad cūriam vēnērunt et multa verba mala dē Serviō Tulliō  
5 dicēbant. Tarquinius in sellā dominī sēdit et rīsit. populus Rōmānus Tarquinium et Tulliam magnopere timēbat.

Servius Tullius in cūriam ambulāvit. Tarquinium vīdit et irātus erat.

‘cūr in sellā meā sedēs?’ inquit. Tarquinius ridēbat et Tullium ē cūriā trāxit. dominum ē cūriā trāxit et in viam iēcit. ibi, gladiīs et hastis, virum miserum servī Tarquinii necāvērunt. postea  
10 Tarquinius dominus Rōmae erat et Rōmānōs regēbat.

nūbō, -ere, nūpsī + dat. = I am married to  
scelestus, -a, -um = wicked  
cūria, -ae, f. = Senate house  
populus, -ī, m. = the people  
sella, -ae, f. = chair

sedeō, -ēre, sēdī = I sit  
inquit = he said  
trahō, -ere, trāxī, tractum = I drag  
postea = afterwards

- 1 Servius Tullius Rōmam regēbat (line 1). What do we learn about Servius Tullius?
- 2 Rōmānī ... nōn amābant (line 1). Why did the Romans not like him?
- 3 Tullia ... cupiēbat (line 2). What are we told about Servius Tullius’s daughter?
- 4 Lūciō Tarquiniō ... scelesti erant (lines 2–4). How is Tullia’s husband described? Make two points.
- 5 verba (line 4); in which case is this word?  
Nominative    Ablative    Genitive    Accusative
- 6 dominī (line 5); in which case is this word?  
Nominative    Ablative    Genitive    Accusative

7 vīdit (line 7).

(a) In which tense is this verb?

Present      Imperfect      Perfect

(b) What would it become if we had wished to write 'they were seeing'?

vident      vīdērunt      vidēbant      vidēbunt

8 Which of the following from the passage is a verb in the perfect tense?

cupīvit (line 3)      erant (line 4)      dicēbant (line 5)      sedēs (line 8)

9 Which of the following from the passage is a verb in the present infinitive?

magnopere (line 6)      regere (line 2)      erat (line 1)      sedēs (line 8)

10 Translate the passage into English, writing your translation on alternate lines.

## Go further

### Apposition

When we say something like 'I was leading Julia, my friend, into the street' we are using apposition. The words 'my friend' are *in apposition* to 'Julia', because they *explain or describe* her and **must go in the same case** as she does.

E.g. Iūliam, amīcam meam, in viam dūcēbam = I was leading Julia, my friend, into the street.

Mārcus, amīcus meus, in viam festīnāvit = Marcus, my friend, has hurried into the street.

amīcus Mārcī, puerī bonī, in viam festīnāvit = The friend of Marcus, a good boy, has hurried into the street.

## Exercise 8.15

Study the information above about apposition. Then translate into English:

- 1 Tarquinius Superbus, dominus malus, Rōmānōs diū terrēbat.
- 2 Lucrētia, puella Rōmāna, filium Tarquiniī magnopere timēbat.
- 3 Rōmānī cum Tarquiniō, dominō saevō, pugnābant.
- 4 poēta dominō, virō magnō, cantābat.
- 5 Cassia, ancilla pulchra, aquam prope mūrum parvum posuit.
- 6 multōs equōs Mārcō, magistrō vestrō, dedimus.
- 7 tandem Rōmānī oppidum magnum dēlēvērunt.
- 8 'quis Lucrētiam, puellam Rōmānam, terruit?'
- 9 'quid facitis, puerī? quis cibum cōsūmpsit?'
- 10 magister saevus puerīs miserīs clāmāvit.

## Go further

### Dealing with the simple past

We have seen that the imperfect tense (e.g. *amābat*) means 'he was loving' and that the perfect tense (e.g. *amāvit*) means 'he has loved'. But sometimes we may wish to use the simple past, e.g. *he loved*, or *he warned*, or *he walked*? Or *he did not love*, *did not warn* or *did not walk*. Which tense do we use for this?

- 1 If we wish to refer to an action, completed at some definite point of time in the past, we are using the *simple past*. This tense, which in Greek was distinct and called the *aorist*, did not have its own set of endings in Latin, but had to share the perfect tense endings.

E.g. The girl *carried* the gift to the farmer = *puella dōnum ad agricolam portāvit*.

- 2 However, if we are referring to a continuous or incomplete action in the past, we use the imperfect tense.

E.g. The girl *worked* on the island = *puella in insulā labōrābat*.

The result of all this is that the meanings of the imperfect and perfect tenses should be thought of as follows:

Imperfect: *amābam* = I was loving, I used to love OR I loved (continuously over a period of time).

Perfect: *amāvī* = I have loved OR I loved.

## Exercise 8.16

Read the passage and answer the questions that follow:

### Ulysses in the land of the Lotus-eaters

post bellum longum et saevum, Graeci domum revenire magnopere cupiebant. filiōs et filiās, etiam feminās et amīcōs vidēre cupiebant. itaque ā terrā Troiānōrum Graeci discesserunt et ad patriam nāvigāverunt.

ventus tamen nāvēs nautārum miserōrum ad Āfricam pellēbat. locus pulcher erat nec Graeci  
5 timēbant. hīc dominus Graecus, Ulixēs, aquam et cibum colligere cupiebat. dum tamen  
aquam et cibum nautae quaerunt,\* turbam incolārum vidērunt. incolae benignī erant et cibum  
nautis fessīs dedērunt.

nautae cibum cōsumpsērunt et dormiebant. in cibō, tamen, erat fructus lōtī. Graeci lōtum  
cōsumpsērunt nec iam ad patriam suam nāvigāre cupiebant. in terrā pulchrā manēre  
10 cupiebant.

Ulixēs nautās in nāvēs festīnāre iussit. ‘cūr in terrā barbarā manētis?’ inquit. ‘cūr ad fēminās et amīcōs, etiam filiōs et filiās, nōn nāvīgātis?’ nautae tamen, quasi ēbrii, dormiēbant. Ulixēs tandem nautās ad nāvēs trāxit et ā terrā barbarā cum sociīs discessit.

\* See Go further, below.

domum = (to) home  
 reveniō = I return  
 fēmina (here) = wife  
 nāvēs (acc. pl.) = ships  
 pellō, -ere = I drive  
 nec = and ... not  
 colligō, -ere = I collect  
 dum = while

quaerō, -ere = I look for  
 benignus, -a, -um = kind  
 frūctus lōtī = the lotus fruit  
 nec iam = and no longer  
 barbarus, -a, -um = foreign  
 quasi = as if  
 ēbrius, -a, -um = drunk  
 trahō, -ere, trāxī = I drag

- 1 post bellum ... cupiēbant (line 1). What did the Greeks wish to do after the war?
- 2 ā terrā ... nāvīgāvērunt (lines 2–3). How were they intending to travel?
- 3 ventus tamen ... pellēbat (line 4). What was it that changed their plans?
- 4 hīc dominus ... colligere cupiēbat (line 5). What did Ulysses want to do when he reached land?
- 5 dum tamen ... benignī erant (lines 5–6). Whom did the Greek sailors see and how are they described?
- 6 Graeci lōtum ... manēre cupiēbant (lines 8–9). Explain the effect that the lotus plant had on the Greeks that ate it.
- 7 iussit (line 11).
  - (a) Which part of the verb is this?  
 3rd sing. perfect    Present infinitive    3rd sing. present    2nd plural perfect
  - (b) What would it become if the subject of this verb were plural?  
 iussitis    iussērunt    iussistis    iussunt
- 8 From the first paragraph of the passage (lines 1–3), give and translate:
  - (a) two examples of a preposition followed by the accusative case
  - (b) two examples of a preposition followed by the ablative case.
- 9 From the last paragraph of the passage (lines 11–13), give and translate:
  - (a) one example of a verb in the present
  - (b) one example of a verb in the imperfect
  - (c) one example of a verb in the perfect tense.
- 10 Translate the passage into English, writing your translation on alternate lines.

## Go further

In the passage above, note the tense used after the adverb dum.

dum ... quaerunt (lines 5–6)

dum (= while) is generally followed by a present tense in Latin which should be translated by an imperfect tense in English.

E.g. dum ambulat = while he was walking.

## The perfect tense of sum

Now that you know how principal parts work, you will have no difficulty forming the perfect tense of any verb, however irregular the verb may be. As you would expect, the principal parts of the verb sum are very odd, but forming the perfect tense is very simple, so long as you know the principal parts:

sum, esse, fui = I am

fu-ī

fu-istī

fu-it

fu-imus

fu-istis

fu-ērunt

## Exercise 8.17

Translate into Latin:

- 1 I have been good.
- 2 You (sing.) have been bad.
- 3 He has been tired.
- 4 She has been wretched.
- 5 We have been slaves.
- 6 You (pl.) have been masters.
- 7 The crowd has been savage.
- 8 The place has been sacred.
- 9 The messengers have been wretched.
- 10 The farmers have been tired.

## Vocabulary 8

Latin	English
<b>Nouns</b>	
locus, -ī, m.	place
turba, -ae, f.	crowd
<b>Numerals</b>	
quārtus, -a, -um	fourth
quīntus, -a, -um	fifth
sextus, -a, -um	sixth
septimus, -a, -um	seventh
octāvus, -a, -um	eighth
nōnus, -a, -um	ninth
decimus, -a, -um	tenth
<b>Verbs</b>	
dēleō, -ēre, dēlēvī, dēlētum	I destroy
iubeō, -ēre, iussī, iussum	I order
maneō, -ēre, mānsī, mānsum	I remain
respondeō, -ēre, respondi, respōnsum	I answer
teneō, -ēre, tenuī, tentum	I hold
terreō, -ēre, terruī, territum	I frighten
cōstituō, -ere, cōstitui, cōstitutum	I decide
cōsūmō, -ere, cōsūmpsī, cōsūmptum	I eat
lūdō, -ere, lūsī, lūsum	I play
ostendō, -ere, ostendī, ostentum	I show
pōnō, -ere, posuī, positum	I place

## The story of Cloelia

After Horatius had valiantly defended the city against the Etruscan army (Chapter 6), and Mucius Scaevola had demonstrated his bravery by putting his hand in the flames (Chapter 7), Lars Porsenna concluded a truce with Rome. It was clear to him that the Romans were a force to be reckoned with.

At the time, he was keeping a number of Roman citizens captive, and one day, one of these, a young girl called Cloelia, decided to escape. She and a group of women slipped down to the river and swam across to safety on the other side.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

However the Romans, as well as being fierce warriors, were honourable, and did not wish to break the truce. They therefore praised the brave girls for escaping, but then reluctantly sent them back to Lars Porsenna, explaining that to allow them to remain in Rome would be to break the truce that they had signed.

Lars Porsenna, once again, was overwhelmed by the Roman spirit, and sent Cloelia and her companions, and many more besides, back to Rome. Shortly after this, he withdrew his besieging army and the war that he had been waging on behalf of Tarquinius Superbus was at an end.

### Exercise 8.18

- 1 (a) Tell the story of Cloelia in your own words.  
(b) What do we learn about the Roman character, and that of Lars Porsenna, from this story?
- 2 (a) Tell the story of Odysseus in the land of the Lotus-eaters.  
(b) How might Odysseus's story have been different if he had eaten the lotus plant, as his companions did?



# Subordinate clauses; imperatives

## ○ Subordinate clauses

As we have already seen, sentences can be made up of more than one clause, joined by a conjunction.

E.g. *puella cantat et servus ridet* = The girl is singing and the slave is laughing.

In this sentence, the two clauses make perfect sense on their own, but have been joined together into one sentence by the conjunction 'and'.

But very often, one clause in a sentence is subordinate to another. In such cases, the subordinate clause (in italics below) would make no sense on its own.

E.g. The slave is laughing *because the girl is singing*.

The slave laughs *when the girl sings*.

Two common types of subordinate clauses are temporal clauses, which tell us *when* something happened, and causal clauses, which tell us *why*.

### 1 Temporal clauses

A temporal clause in Latin may be introduced by the adverb *ubi* = when and tells us *when* something happened.

E.g. *dominus, ubi iratus erat, servum terrēbat*.

The master, when he was angry, terrified the slave.

### 2 Causal clauses

A causal clause in Latin may be introduced by the adverb *quod* = because and tells us *why* something happened.

E.g. *dominus, quod iratus erat, servum terrēbat*.

The master, because he was angry, terrified the slave.

The only slight difficulty with these clauses is the word order. In English we would probably say *either*:

The master terrified the slave when he was angry.

or

When the master was angry, he terrified the slave.

In Latin, however, the subordinate clause is often tucked inside the main clause. To help when translating, it can be helpful to put brackets around the subordinate clause.

E.g. Rōmānī, [quod patriam vidēre cupiēbant,] ex oppidō discessērunt.

The Romans departed from the town because they wanted to see their fatherland.

## Exercise 9.1

Translate into English (note that these clauses make no sense on their own):

- |                           |                                |
|---------------------------|--------------------------------|
| 1 ubi puer dormiēbat...   | 6 quod dominum timuistī...     |
| 2 quod servī timēbant...  | 7 ubi in templō dormiēbātis... |
| 3 ubi rēgīna discessit... | 8 quod turbam spectābam...     |
| 4 quod legēbāmus...       | 9 quod fortiter pugnābant...   |
| 5 ubi librum tenēbat...   | 10 ubi diū manēbat...          |

## Exercise 9.2

Translate into Latin:

- 1 When he was walking...
- 2 Because he was tired...
- 3 When he was playing...
- 4 Because he was wretched...
- 5 When you (sing.) ran into the street...
- 6 Because you have destroyed the temples...
- 7 When you (sing.) were destroying the temple...
- 8 Because the horse was running...
- 9 When I saw the queen...
- 10 Because he did not answer...

## Exercise 9.3

Translate into English:

- 1 fēminās saevās, quod hastās portābant, timēbāmus.
- 2 servus fessus, ubi dominum irātum iterum vīdit, ē templō discessit.

- 3 quod rēginam nōn amābant, quīnque ancillae pecūniam cēpērunt.  
 4 incolae, quod Rōmānōs timēbant, per viās iterum festināvērunt.  
 5 Rōmānī, ubi Numa Pompilius regēbat, multa templa aedificāvērunt.  
 6 Rōmānī, quod perīcula nōn timēbant, incolās in bellum saepe dūcēbant.  
 7 ubi magister librum legēbat, quis puerōs parvōs ad agrōs dūcēbat?  
 8 ōlim rēginam, quod pecūniam cupiēbant, per viās iterum et iterum portābant.  
 9 ubi vīnum vidērunt, septem nautae bibere cupiēbant.  
 10 poētae, quod aquam timēbat, undās magnās nōn ostendimus.

## Adsum and abssum

These two verbs are compounds of sum and are very easy to learn, as they go exactly like sum, with the addition of the prefix ad- or ab-.

adsum, adesse, adfuī = I am present	
Present	
adsum	I am present
ades	You are present
adest	He, she, it is present
adsumus	We are present
adestis	You are present
adsunt	They are present
Imperfect	
aderam	I was present
aderās	You were present
aderat	He, she, it was present
aderāmus	We were present
aderātis	You were present
aderant	They were present
Perfect	
adfuī	I have been present
adfuistī	You have been present
adfuit	He, she, it has been present
adfuimus	We have been present
adfuistis	You have been present
adfuērunt	They have been present

**absum, abesse, āfuī = I am absent**

**Present**

absum	I am absent
abes	You are absent
abest	He, she, it is absent
absumus	We are absent
abestis	You are absent
absunt	They are absent

**Imperfect**

aberam	I was absent
aberās	You were absent
aberat	He, she, it was absent
aberāmus	We were absent
aberātis	You were absent
aberant	They were absent

**Perfect**

āfuī	I have been absent
āfuistī	You have been absent
āfuit	He, she, it has been absent
āfuimus	We have been absent
āfuistis	You have been absent
āfuērunt	They have been absent

## Exercise 9.4

Translate into English:

- 1 agricolae ab agrīs absunt.
- 2 nautae ā patriā diū aberant.
- 3 quis in templō adest?
- 4 cūr ā patriā abestis?
- 5 multī puerī et multae puellae in templō aderant.
- 6 ancillae, quod cibum cōsumere cupiēbant, prope dominum aderant.
- 7 poēta ā proeliō abesse cupiuit.
- 8 Rōmānī in proeliis adesse semper cupiēbant.
- 9 turba agricolārū in agrō aderat.
- 10 quis in templō cum deā adesse cupit?

## Exercise 9.5

Translate into Latin:

- |   |   |
|---|---|
| 1 The sailor was absent from the war.         | 6 They have been present for a long time. |
| 2 The inhabitants were present in the street. | 7 We have been absent for a long time.    |
| 3 I was absent from the fatherland.           | 8 The horse is absent from the field.     |
| 4 You (pl.) were absent from the temple.      | 9 He always wants to be absent.           |
| 5 Often we are absent.                        | 10 They do not want to be present.        |

## Exercise 9.6

Study the passage below and answer the questions that follow.

### Ulysses and the Cyclops Polyphemus

- Ulixēs et socii ad terram ignōtam nāvigāverunt. ibi spēluncam magnam invēnerunt. ūnus nautārum ‘quis in spēluncā habitat?’ inquit. ‘cūr nōn adest?’ in spēluncam Graeci, quod aquam et cibum cōsumere magnopere cupiēbant, intrāverunt. subitō sonum magnum audīverunt. mōnstrum saevum appropinquābat et in spēluncam ovēs pellēbat. mōnstrum saevum ūnum modo oculum habēbat: Cyclops, Polyphemus, fuit. Graeci perterriti in spēluncā manēbant et mōnstrum spectābant. Polyphemus, ubi spēluncam saxō magnō clausit, virōs vidit et clāmāvit. duō ē viris cēpit et cōsūpsit. tum dormiēbat.
- postridiē Polyphemus duō ē viris iterum cēpit et cōsūpsit. tum saxum magnum mōvit et in agrōs ovēs compūlit. Ulixēs cum octo sociis in spēluncā manēbat. socii perterriti erant. sed
- 10 Ulixēs, vir clārus et nōtus, nōn timēbat. dum mōnstrum abest, pālum magnum cēpit et sicā parvā acuit. tum, ubi Polyphemus iterum in spēluncam vēnit, vīnum mōnstrō ostendit. ‘vīnumne amās?’ inquit Ulixēs. Polyphemus pōculum vīni bibit et laetus erat. ‘vīnum amō’ inquit. ‘alterum pōculum vīni cupiō!’ Ulixēs mōnstrō alterum et tertium pōculum vīni dedit. mox Polyphemus ēbrius erat.
- 15 ‘quis es?’ inquit Polyphemus ‘et cūr ades?’ ‘Nēmō sum’ respondit Ulixēs. mox mōnstrum dormire cupiēbat. dum dormit, Ulixēs pālum cēpit et in oculum mōnstrī saevī ēgit. statim Polyphemus clāmāvit. multī amīcī Polyphemī prope spēluncam habitābant et ad sonitum festināverunt. clāmāverunt amīcī: ‘quis tē vulnerat? quis pugnat?’ inquiunt. sed, ubi Polyphemus respondit ‘Nēmō mē superat! Nēmō mē vulnerat!’ amīcī discesserunt.

ignōtus, -a, -um = unknown  
 spēlunca, -ae, f. = cave  
 invēniō, -īre, invēni = I find  
 inquit = (he) said  
 sonus, -ī, m. = sound  
 mōnstrum, -ī, n. = monster  
 appropinquō, -āre = I approach  
 ovēs (acc. pl.) = sheep  
 pellō, -ere = I drive

modo = only  
 oculus, -ī, m. = eye  
 saxum, -ī, n. = rock  
 claudō, -ere, clausī = I close  
 postridiē = on the next day  
 compellō, -ere, -pūli = I drive  
 dum = while  
 pālum, -ī, n. = stake  
 sica, -ae, f. = dagger

acuō, -ere, acū = I sharpen  
 pōculum, -ī, n. = cup  
 alter, altera, alterum = another  
 (of two), a second  
 ēbrius, -a, -um = drunk  
 Nēmō = Nobody  
 agō, agere, ēgī = I drive  
 vulnerō, -āre = I wound  
 inquiunt = they said

1 Study lines 1–7 and answer the following questions.

- (a) Ulixēs ... nāvigāvērunt (line 1): What are we told about Ulysses in these lines?
- (b) ibi ... invēnērunt (line 1): What did he find there?
- (c) 'quis ... adest?' (line 2): What two things did his companion want to know?
- (d) in spēluncam ... intrāvērunt (lines 2–3): Why did the Greeks enter the cave?
- (e) subitō ... appropinquābat (lines 3–4): How did the Greeks know that a monster was approaching?
- (f) mōnstrum saevum ... fuit (lines 4–5): Give three things we are told about the monster.
- (g) Graeci ... spectābant (lines 5–6): What did the Greeks do when the Cyclops approached?
- (h) Polyphēmus ... dormiēbat (lines 6–7): Give four things that Polyphēmus did once he had entered the cave.

2 Translate lines 8–15 into English.

3 Study lines 16–19 and answer the following questions.

- (a) dormire (line 16). What is the 1st person singular of the present tense of this verb?

dormō      dormeō      dormiō      dormirō

- (b) cēpit (line 16). In which tense is this verb?

Present      Imperfect      Perfect      Infinitive

- (c) saevī (line 16). In which case is this word?

Nominative      Accusative      Genitive      Dative

- (d) clāmāvit (line 17). What would this word become if its subject were plural, keeping the tense the same?

clāmant      clāmābant      clāmāverunt      clāmāvunt

- (e) habitābant (line 17). Which is the Latin subject of this verb?

prope      amici      Polyphēmī      spēluncam

- (f) tē (line 18). What sort of word is this?

Preposition      Adverb      Pronoun      Adjective

- (g) respondit (line 19). In which tense is this verb?

Present      Imperfect      Perfect      Infinitive

- (h) respondit (line 19). What is the present infinitive of this verb?

respondō      respondere      respondāre      respondire

- (i) discesserunt (line 19). What is the 1st person singular of the present tense of this verb?

discessō      discessiō      discēdō      discēdiō

(j) Complete the following Latin sentence:

The inhabitant kills the friend.

incola \_\_\_\_\_ necat.

amīcus    amīcī    amīcum    amīcō

## Imperatives

Imperatives are used to give orders or commands. They may be singular, if you are ordering one person, or plural, if you are ordering more than one.

	Singular	Plural
1st	amā	amāte
2nd	monē	monēte
3rd	regē	regite
4th	audī	audite
Mixed	capē	capite

You may notice that these singular imperatives are simply the verb's present infinitive with the -re chopped off. The plural ones are formed from the 2nd person plural of the present tense, with the -tis changed to -te.

### Exercise 9.7

Translate into English:

- |              |             |
|--------------|-------------|
| 1 aedificā!  | 11 cape!    |
| 2 labōrāte!  | 12 iacite!  |
| 3 intrā!     | 13 dēlēte!  |
| 4 oppugnāte! | 14 pōnite!  |
| 5 movē!      | 15 ostende! |
| 6 rīdēte!    | 16 regite!  |
| 7 discēde!   | 17 stā!     |
| 8 mittite!   | 18 laudāte! |
| 9 audī!      | 19 bibite!  |
| 10 venīte!   | 20 cōnsūme! |

## Exercise 9.8

Give the singular and plural imperatives of the following verbs, with their meanings:

- |          |              |
|----------|--------------|
| 1 habitō | 11 iubeō     |
| 2 currō  | 12 maneō     |
| 3 necō   | 13 respondeō |
| 4 portō  | 14 teneō     |
| 5 habeō  | 15 lūdō      |
| 6 videō  | 16 ostendō   |
| 7 moneō  | 17 aedificō  |
| 8 regō   | 18 spectō    |
| 9 scribō | 19 festinō   |
| 10 audiō | 20 iaciō     |

### Irregular imperatives

The imperatives of *sum* and its compounds are as follows:

sum	es	este
adsum	ades	adeste
absum	abes	abeste

You also need to learn the following three irregular imperatives:

dīcō	dīc	dīcite
dūcō	dūc	dūcite
faciō	fac	facite

And finally, note that the pronunciation of *dō* needs to be watched.

dō	dā	dāte
----	----	------

Note that plural imperatives are always formed in a regular way from the 2nd person plural of the present tense. It is only these singular imperatives that need to be learnt carefully.

## Exercise 9.9

Translate into English:

### Horatius holds the bridge

Etruscī Rōmānōs nōn amābant et oppidum oppugnāre cupiēbant. dominus Etruscōrum, Lars Porsenna, vir clārus erat. Lars Porsenna, multis cum sociīs, ad oppidum festīnāvit et Rōmānōs spectāvit. Rōmānī prope fluvium aderant nec tamen cum Etruscīs pugnāre cupiēbant. fluvius inter oppidum et Rōmānōs fluēbat.

5 ūnus Rōmānōrum, Horātius, vir validus et nōtus erat. pugnāre semper amābat nec Etruscōs timēbat. sociōs, ubi Etruscī appropinquāverunt, discēdere iussit. ‘iam Rōmānī,’ inquit ‘trāns fluvium festīnāte et pontem dēlēte! egō Etruscōs nōn timeō.’

duō ē sociīs cum Horātiō adfuērunt, Titus Herminius et Spurius Lartius. trēs virī validi mānēbant et cum Etruscīs diū pugnābant. tandem Horātius iterum clāmāvit. ‘trāns  
10 fluvium, socii validi, festīnāte!’ inquit. duō virī validi trāns fluvium cucurrērunt. nunc Horātius sōlus cum Etruscīs stetit.

subitō, sonum magnum Horātius audivit. Rōmānī gladiīs pontem dēlēverunt et in fluvium lignum iēcērunt.

‘accipe, domine Tiberīne,’ inquit Horātius, ‘socium tuum, etiam gladium et hastam, in aquās  
15 tuās!’

deinde vir validus in aquam dēsiliuit.

fluvius, -ī, m. = river  
nec tamen = but ... not  
fluō, -ere = I flow  
nec = and ... not  
appropinquō, -āre = I approach  
pontem (acc.) = bridge

inquit = he said  
sonus, -ī, m. = noise  
lignum, -ī, n. = timber  
accipiō, -ere = I accept  
Tiberīne (voc.) = Tiber (the river)  
dēsiliō, -īre, dēsiliū = I jump down

## Vocabulary 9

Latin	English
absum, abesse, āfuī	I am absent
adsum, adesse, adfuī	I am present
bene	well
deinde	then
diū	for a long time
etiam	also, even
fortiter	bravely
hīc	here
iam	now, already
ibi	there

Latin	English
itaque	therefore
iterum	again
mox	soon
ōlim	once upon a time
quod	because
saepe	often
semper	always
sīc	so, thus
statim	immediately
ubi	when

## Coriolanus

Rome spent much of its history at war with the neighbouring cities and tribes of Italy, and one such tribe was the Volsci. In 493 BC The Roman general Gnaeus Marcius captured the Volscian town of Corioli and acquired the name Coriolanus to commemorate his achievement. However, he became proud and tyrannical and, when he opposed the distribution of corn to the starving poor in Rome, he was driven from the city.

Ironically, he sought refuge with the Volsci, his former enemies, and in 491 BC he marched on Rome at the head of a Volscian army.

His mother was disgusted at her son's treachery and, taking his wife and children by the hand, marched into the Volscian camp where she confronted the traitor. She asked him whether he intended to murder his wife and children as well as his fellow citizens, and shamed by this, Coriolanus withdrew into exile.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

### Exercise 9.10

Find out as much as you can about Coriolanus. You might want to read about the play which Shakespeare wrote on the subject, or learn about the importance in Roman life of the family and loyalty to one's city.

- 1 (a) Tell the story of Coriolanus in your own words.  
(b) What does this story tell us about the importance of the family in the Roman world?
- 2 (a) Tell the story of Odysseus and the Cyclops Polyphemus.  
(b) Do you think this was the most dangerous of Odysseus's adventures on his return from the Trojan War?



■ Part of a painting of the Cyclops Polyphemus – from a bedroom at the Villa of Agrippa Postumus in Italy

# 10

## Revision and exam preparation

### Revision: nouns

#### Exercise 10.1

Give and translate the following forms:

- |                         |                           |
|-------------------------|---------------------------|
| 1 Nom. sing. of hasta   | 11 Voc. sing. of caelum   |
| 2 Acc. pl. of ira       | 12 Acc. pl. of verbum     |
| 3 Gen. sing. of sagitta | 13 Gen. sing. of deus     |
| 4 Dat. sing. of via     | 14 Dat. pl. of filius     |
| 5 Abl. sing. of amīcus  | 15 Gen. sing. of vir      |
| 6 Nom. pl. of cibus     | 16 Abl. pl. of turba      |
| 7 Acc. pl. of equus     | 17 Gen. sing. of locus    |
| 8 Gen. pl. of bellum    | 18 Dat. sing. of unda     |
| 9 Dat. pl. of nūntius   | 19 Gen. sing. of aurum    |
| 10 Abl. pl. of mūrus    | 20 Abl. sing. of proelium |

#### Exercise 10.2

Translate into English:

- |            |                |
|------------|----------------|
| 1 vīnī     | 11 puerōrum    |
| 2 ventōrum | 12 librum      |
| 3 sociōs   | 13 agrōs       |
| 4 aurum    | 14 magister    |
| 5 undās    | 15 verba       |
| 6 turbārum | 16 templī      |
| 7 virum    | 17 scūta       |
| 8 deōs     | 18 periculōrum |
| 9 filium   | 19 mūrī        |
| 10 agri    | 20 ancillārum  |

## ○ Revision: adjectives

### Exercise 10.3

Give and translate the following forms:

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1 Nom. sing. fem. of altus   | 11 Voc. sing. masc. of parvus     |
| 2 Acc. pl. masc. of bonus    | 12 Acc. pl. fem. of pulcher       |
| 3 Gen. sing. fem. of fessus  | 13 Gen. sing. masc. of Rōmānus    |
| 4 Dat. sing. neut. of magnus | 14 Dat. sing. neut. of sacer      |
| 5 Abl. sing. masc. of malus  | 15 Gen. pl. fem. of saevus        |
| 6 Nom. pl. fem. of tuus      | 16 Abl. sing. neut. of vester     |
| 7 Acc. pl. neut. of miser    | 17 Nom. pl. fem. of laetus        |
| 8 Gen. pl. fem. of multus    | 18 Gen. sing. masc. of clārus     |
| 9 Dat. pl. masc. of noster   | 19 Voc. sing. fem. of perterritus |
| 10 Abl. sing. neut. of novus | 20 Gen. pl. neut. of tūtus        |

### Exercise 10.4

Translate into English:

- |                      |                       |
|----------------------|-----------------------|
| 1 virī clārī         | 11 equōs parvōs       |
| 2 agricolae validī   | 12 templā nova        |
| 3 templum meum       | 13 vīnum nostrum      |
| 4 filiam suam        | 14 puerōrum miserōrum |
| 5 multōs sociōs      | 15 dea irāta          |
| 6 magister nōtus     | 16 servī fessī        |
| 7 patria vestra      | 17 cibum tuum         |
| 8 incolārum saevōrum | 18 poēta malus        |
| 9 mūrus altus        | 19 aqua alta          |
| 10 fēminae pulchrae  | 20 amicōs suōs        |

## ○ Revision: pronouns

### Exercise 10.5

Translate into English:

- |       |       |      |
|-------|-------|------|
| 1 egō | 3 nōs | 5 mē |
| 2 tū  | 4 vōs | 6 tē |

## ○ Revision: prepositions

### Exercise 10.6

Translate into English:

- |                  |                |                   |
|------------------|----------------|-------------------|
| 1 ad insulam     | 8 in aquam     | 15 prope aurum    |
| 2 ā templō       | 9 per agrōs    | 16 ad caelum      |
| 3 contrā incolās | 10 prope virum | 17 cum rēgīnā     |
| 4 cum sociīs     | 11 ex aquā     | 18 contrā Rōmānōs |
| 5 dē mūrō        | 12 ab insulā   | 19 prope oppida   |
| 6 ē patriā       | 13 dē periculō | 20 trāns agrum    |
| 7 in aquā        | 14 per viam    |                   |

### Exercise 10.7

Translate into Latin:

- |                       |                      |
|-----------------------|----------------------|
| 1 Towards the battle  | 11 In the field      |
| 2 With the companions | 12 Against the men   |
| 3 Through the wind    | 13 Out of the land   |
| 4 Concerning the war  | 14 Into the temple   |
| 5 Along the street    | 15 Near the fields   |
| 6 To the island       | 16 Through the water |
| 7 Down from the sky   | 17 From the town     |
| 8 On the road         | 18 Across the sky    |
| 9 Near the gold       | 19 To the land       |
| 10 On to the shields  | 20 Across the water  |

## Revision: verbs

### Exercise 10.8

Give and translate the following forms:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 3rd sing., present of spectō   | 11 3rd pl., imperfect of intrō   |
| 2 2nd pl., imperfect of aedificō | 12 1st pl., perfect of laudō     |
| 3 1st pl., perfect of amō        | 13 Sing. imperative of necō      |
| 4 Pres. infin. of cantō          | 14 3rd pl., imperfect of oppugnō |
| 5 1st sing., imperfect of labōrō | 15 2nd sing., perfect of portō   |
| 6 Pres. infin. of vocō           | 16 1st sing., imperfect of rogō  |
| 7 Sing. imperative of parō       | 17 Pl. imperative of stō         |
| 8 1st sing., imperfect of superō | 18 Pres. infin. of ambulō        |
| 9 3rd sing., perfect of dō       | 19 2nd sing., imperfect of pugnō |
| 10 2nd pl., present of habitō    | 20 Pres. infin. of dō            |

### Exercise 10.9

Translate into English:

- |               |               |                  |
|---------------|---------------|------------------|
| 1 spectābant. | 8 superāre.   | 15 necāvī.       |
| 2 aedificāre. | 9 dā!         | 16 rogābant.     |
| 3 amāvērunt.  | 10 habitāvit. | 17 stetistī.     |
| 4 cantāte!    | 11 intrātis.  | 18 ambulāvērunt. |
| 5 labōrābam.  | 12 dedit.     | 19 pugnāte!      |
| 6 vocāvistis. | 13 portāmus.  | 20 dabam.        |
| 7 parābātis.  | 14 oppugnāte! |                  |

## Exercise 10.10

Give and translate the following forms:

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| 1 3rd sing., present of habēō     | 11 3rd pl., imperfect of mittō      |
| 2 2nd pl., imperfect of moveō     | 12 1st pl., perfect of scribō       |
| 3 1st pl., perfect of rīdeō       | 13 Sing. imperative of dormiō       |
| 4 Pres. infin. of videō           | 14 3rd pl., imperfect of veniō      |
| 5 1st sing., imperfect of bibō    | 15 2nd sing., perfect of lūdō       |
| 6 Pres. infin. of currō           | 16 1st sing., imperfect of cōstituō |
| 7 Sing. imperative dicō           | 17 Pl. imperative of iubeō          |
| 8 1st sing., imperfect of discēdō | 18 Pres. infin. of teneō            |
| 9 3rd sing., perfect of dūcō      | 19 2nd sing., imperfect of pōnō     |
| 10 2nd pl., present of legō       | 20 Pres. infin. of ostendō          |

## Exercise 10.11

Translate into English:

- |               |              |              |                  |
|---------------|--------------|--------------|------------------|
| 1 pōnēbant.   | 6 tenuistis. | 11 intrātis. | 16 respondēbant. |
| 2 iubēre.     | 7 habēbātis. | 12 timuit.   | 17 tenuimus.     |
| 3 dēlēvērunt. | 8 monēre.    | 13 vidēmus.  | 18 terruērunt.   |
| 4 iubēte.     | 9 move.      | 14 iubent.   | 19 monēte.       |
| 5 manēbam.    | 10 rīsīt.    | 15 mānsistī. | 20 movēbāmus.    |

## Exercise 10.12

Give and translate the following forms:

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1 3rd sing., present of audio   | 11 3rd pl., imperfect of sum     |
| 2 2nd pl., imperfect of dormiō  | 12 1st pl., perfect of absum     |
| 3 1st pl., perfect of veniō     | 13 Sing. imperative of capiō     |
| 4 Pres. infin. of capiō         | 14 3rd pl., imperfect of audiō   |
| 5 1st sing., imperfect of cupiō | 15 2nd sing., perfect of dormiō  |
| 6 Pres. infin. of iaciō         | 16 1st sing., imperfect of veniō |
| 7 Sing. imperative dēleō        | 17 Pl. imperative of cupiō       |
| 8 1st sing., imperfect of sum   | 18 Pres. infin. of absum         |
| 9 3rd sing., perfect of adsum   | 19 2nd sing., imperfect of sum   |
| 10 2nd pl., present of absum    | 20 Pres. infin. of sum           |

## Exercise 10.13

Translate into English:

- |                |             |
|----------------|-------------|
| 1 rīdēbat.     | 11 dūcite.  |
| 2 abesse.      | 12 este.    |
| 3 cucurrit.    | 13 dormit.  |
| 4 cōstituimus. | 14 venit.   |
| 5 iēcērunt.    | 15 vēnit.   |
| 6 iussērunt.   | 16 iēcī.    |
| 7 terruit.     | 17 audit.   |
| 8 fac.         | 18 audivit. |
| 9 fēcistis.    | 19 adsumus. |
| 10 scrīpsit.   | 20 iacitis. |

## Revision: questions

## Exercise 10.14

Translate into English:

- |                             |                                |
|-----------------------------|--------------------------------|
| 1 quis aurum tenēre cupit?  | 6 parābāsne cibum bonum?       |
| 2 quid dē fēminis audiēbās? | 7 dūcuntne sociōs in proelium? |
| 3 cūr ancillās terruērunt?  | 8 ubi erant amīci poētārum?    |
| 4 quid, virī, spectātis?    | 9 adestisne in templō?         |
| 5 puellaene rēginam amant?  | 10 cūr vīnum nōn bibis?        |

## Revision: adverbs

## Exercise 10.15

Translate into English:

- |             |            |           |          |
|-------------|------------|-----------|----------|
| 1 igitur    | 6 diū      | 11 ibi    | 16 ōlim  |
| 2 magnopere | 7 etiam    | 12 tandem | 17 quod  |
| 3 numquam   | 8 fortiter | 13 itaque | 18 saepe |
| 4 bene      | 9 hīc      | 14 iterum | 19 sīc   |
| 5 deinde    | 10 iam     | 15 mox    | 20 ubi   |

## ○ Revision: numerals

### Exercise 10.16

Translate into English:

1 duō	8 primus	15 quārtus
2 quattuor	9 quīnque	16 ūnus
3 tertius	10 decem	17 novem
4 septem	11 secundus	18 sex
5 nōnus	12 decimus	19 quīntus
6 septimus	13 sextus	20 trēs
7 octāvus	14 octo	

### Exercise 10.17

Translate into Latin:

1 Seven	3 Second	5 Nine	7 Three	9 Two
2 Five	4 Fifth	6 Sixth	8 Fourth	10 First

## ○ Revision: translating into Latin

### Exercise 10.18

Translate into Latin:

- 1 The friends love wine.
- 2 The queen sees the arrows.
- 3 The boys have a horse.
- 4 We fear danger.
- 5 The master warns the slave.
- 6 The sailors call the messenger.
- 7 She moves the food.
- 8 The poet has gold.
- 9 The sailor fears the wind.
- 10 The inhabitants watch the slave-girl.

## Exam practice

The next exercise provides practice in the format of the Level 1 Common Entrance exam. Marks are given in brackets.

### Exercise 10.19

- 1 Study the passage below and answer the questions that follow:

Aegeus, dominus magnus, Athēnās regēbat. Aegeus filium, nōmine Thēseum, habēbat. Mīnōs etiam dominus magnus erat. Mīnōs īnsulam Crētā regēbat. Mīnōs mōnstrum, nōmine Mīnōtaurum, habēbat. mōnstrum in labyrinthō habitābat et incolās Crētae magnopere terrēbat.

- 5 ōlim Mīnōs contrā Athēnās bellum gessit. diū incolae Crētae cum incolis Athēnārum fortiter pugnābant. Mīnōs saevus erat et tandem Aegeum superāvit. deinde Mīnōs septem puerōs et septem puellās ad īnsulam Crētā nāvīgāre iussit. Mīnōtaurus, ubi puerōs et puellās vīdit, consūmpsit. Thēseus miser erat.

Athēnae, -ārum, f. pl. = Athens  
nōmine = by name, called  
Crēta, -ae, f. = Crete  
mōnstrum, -ī, n. = monster  
Mīnōtaurus, -ī, m. = the Minotaur  
labyrinthus, -ī, m. = labyrinth  
gerō, -ere, gessī = I wage (a war)

- (a) Aegeus ... regēbat (line 1). How is Aegeus described? (2)  
(b) Aegeus ... Thēseus (line 1). Who was Theseus? (1)  
(c) Mīnōs ... habēbat (lines 2–3). What three things are we told about Minos? (3)  
(d) mōnstrum ... terrēbat (lines 3–4). What two things do we learn about the Minotaur? (2)  
(e) ōlim ... pugnābant (lines 5–6). What took place between the people of Crete and those of Athens? (3)  
(f) Mīnōs ... superāvit (line 6). What was the outcome? (2)  
(g) deinde ... consūmpsit (lines 6–8). Describe what happened to the Athenian boys and girls. (2)

## 2 Translate the following into English.

olim Thēseus cum sex puerīs et septem puellis ad insulam Crētā nāvigāvit. Thēseus rēgulus erat et patriam suam servāre cupiēbat. ubi ad insulam advēnit, ibi puellam pulchram vidit. Minōs filiā habēbat, nōmine Ariadnā. Ariadna puerōs et puellās spectāvit et lacrimāvit. rēgulum vidit et statim amāvit. puella linum et gladium rēgulō dedit et ‘tene  
5 linum’ inquit. ‘Minōtaurus in labyrinthō habitat. mōnstrum gladiō necā et, auxiliō lini, ē labyrinthō ad mē festinā.’

Thēseus cum sociīs in labyrinthum ambulāvit et mōnstrum vidit. rēgulus mōnstrum gladiō necāvit et tandem sociōs ex labyrinthō fortiter dūxit.

rēgulus, -ī, m. = prince

servō, -āre = I save

adveniō, -īre, advēnī = I arrive

nōmine = by name, called

Ariadna, -ae, f. = Ariadne

lacrimō, -āre = I cry, weep

linum, -ī, n. = a thread

inquit = she said

Minōtaurus = the Minotaur

labyrinthus, -ī, m. = labyrinth

mōnstrum, -ī, n. = monster

(30)

## 3 Study the passage below and answer the questions that follow.

Thēseus, ubi Minōtaurum necāvit, cum Ariadnā et sociīs ad patriam nāvigāvit. rēgulus tamen Ariadnā nōn amāvit et in insulā Naxō reliqui. ibi deus Bacchus puellam miseram vidit et amāvit. Bacchus irātus erat et Thēseum pūnīre cōstituit. ventōs saevōs ē caelō deus mīsīt et nautae magnopere timēbant. tandem rēgulus ingrātus ad patriam tūtus vēnit sed, ubi  
5 Aegeum vocāvit, ‘dominus mortuus est’ respondērunt amīcī.

rēgulus, -ī, m. = prince

relinquō, -ere, reliquī = I leave behind

pūniō, -īre, -īvi = I punish

ingrātus, -a, -um = ungrateful

mortuus, -a, -um = dead

## (a) This question tests your knowledge of the origins of English words.

Complete the table below. (The first one has been done for you.)

Latin word from passage	Meaning of the Latin word	An English word which comes from the Latin word
sociīs (line 1)	with his companions	social
patriam (line 1)		
vidit (line 3)		

(b) **necāvit** (line 1).

## (i) In which tense is this verb?

Present      Imperfect      Perfect

## (ii) What is the Latin subject of this verb?

Thēseus      ubi      Minōtaurum      Ariadnā

(c) **sociūs** (line 1).

(i) In which case is this word?

Nominative      Accusative      Dative      Ablative

(ii) What would this word be in the singular, keeping the case the same?

sociārum      socius      sociō      socium

(d) **patriam** (line 1). Why is this word in this case?

It is the object      It follows the preposition ad  
It follows the preposition cum      It means 'for the country'

(e) **miseram** (line 2). With which word does this agree?

deus      Bacchus      puellam      vīdit

(f) **cōstituit** (line 3). Which part of the verb is this?

3rd sing. present tense      3rd sing. perfect tense  
2nd sing. imperfect tense      Sing. imperative

(g) **saevōs** (line 3). What sort of word is this?

Noun      Adjective      Adverb      Verb

(h) **saevōs** (line 3). What gender is this word?

Masculine      Feminine      Neuter

(i) **ē caelō** (line 3)

(i) What does this phrase mean?

out of the sky      in the sky      into the sky      under the sky

(ii) What would **in caelum** mean?

out of the sky      in the sky      into the sky      under the sky

(j) **mīsit** (line 4).

(i) What is the Latin subject of this verb?

ventōs      deus      rēgulum      nautae

(ii) What is the Latin object of this verb?

ventōs      deus      rēgulum      nautae

(k) **tūtus** (line 4). With which word does this agree?

tandem      rēgulus      patriam      Aegeum

(l) **respondērunt** (line 5). What is the 1st person singular, present tense of this verb?

respondō      respondeō      responderō      respondiō

(m) Complete the following sentence:

They see the slave-girl.

ancillam \_\_\_\_\_

vidunt      vidētis      vidērunť      vident

(n) Complete the following sentence:

The farmers fear the master.

agricolae \_\_\_\_\_ timent.

dominōs      dominam      dominum      domini

(o) Which of these Latin sentences means **The poets are calling the inhabitants?**

poētae incolam vocat      poētae incolās vocant

poēta incolās vocant      poēta incolam vocant

(20)

## Learning vocabulary

The final twenty words to learn are given below. You have met all of these already, and if you have learnt every word in all ten of the vocabularies in this book, you are all set to do well in the Level 1 paper of the Common Entrance exam or to move on to Level 2. Remember that you only know these words properly if you can say them from English to Latin as well as from Latin to English. With verbs, you must know the principal parts; with nouns you must know the genitive singular and gender; and with prepositions you must know which case they are followed by.

## Vocabulary 10

Latin	English
<b>Adjectives</b>	
clārus, -a, -um	famous, clear, bright
laetus, -a, -um	happy
nōtus, -a, -um	well-known
perterritus, -a, -um	terrified
īrātus, -a, -um	angry
meus, -a, -um	my

Latin	English
suus, -a, -um	his, her, its, their (own)
tūtus, -a, -um	safe
validus, -a, -um	strong
Adverbs	
subitō	suddenly
tandem	at last
tamen	however
Nouns	
aurum, -ī, n.	gold
auxilium, -iī, n.	help
caelum, -ī, n.	sky
proelium, -iī, n.	battle
socius, -iī, m.	companion
unda, -ae, f.	wave
ventus, -ī, m.	wind
vīnum, -ī, n.	vine

## ○ Manlius Torquatus

Titus Manlius was the son of a cruel and proud Roman who mistreated him as a boy, sending him away from home because he thought him stupid. However, in 362 BC, when the father was being prosecuted by the Romans, Titus Manlius sprang to his father's defence and threatened to kill anyone who accused him of wrongdoing. Loyalty to and obedience of one's father was considered a very important virtue in the Roman world.

The next year, Rome was being attacked by the Gauls and during a lull in the hostilities, a huge Gaul challenged the Romans to send one of their men to settle the war in single combat. Titus Manlius rose to the challenge and managed to kill the giant man, ripping the collar (or *torque*) from his huge neck. In commemoration of this, Manlius was given the name Torquatus.

Twenty years later, in 340 BC, Manlius Torquatus was leading the Roman army in a war against the Latins, who were fighting against the domination that Rome wished to impose on its neighbours. On one occasion he gave strict instructions to his troops that they should not attack the enemy until he gave the order. A Latin horseman, growing

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

impatient at the delay in the fighting, jeered at the Romans and accused them of being too scared to fight. Manlius Torquatus's son was in the army, and heard the insult. Riding out to confront the Latin, he killed him and rode back again, triumphant. His father, however, was furious at this disobedience of his orders, and killed him.

### Exercise 10.20

Find out what you can about Manlius Torquatus, and the importance the Romans placed on the authority of the father in every family.

- 1 (a) Give an account of the career of Manlius Torquatus.  
(b) How do you think his behaviour to his own father influenced the way he treated his son?
- 2 (a) How did Theseus kill the Minotaur?  
(b) What is your view of Theseus's treatment of Ariadne after she had helped him escape from the labyrinth?

# Guide to pronunciation

## Vowels

The main problem with learning to pronounce Latin correctly is the vowels. The Romans pronounced their vowels as follows:

ă (short)	as in cup	ā (long)	as in calf
ĕ (short)	as in set	ē (long)	as in stair
ĭ (short)	as in bit	ī (long)	as in bee
ŏ (short)	as in lot	ō (long)	as in the French <i>beau</i>
ŭ (short)	as in put	ū (long)	as in route

The one that looks most odd here is the short ă. It really was pronounced like the u in cup, not the a in hat.

In this book, *long* vowels are marked with a macron (ā, ē, ī, ō, ū). If they are *not* marked, they are short. Occasionally a short vowel is *marked* as short (ă, ĕ, ĭ, ŏ, ŭ) if there is an incorrect tendency to pronounce the vowel long. For example the o in the Latin words egō and duō is marked as short because so many people pronounce the words as if they were long.

A vowel is regularly pronounced long when followed by ns or nf. This rule even applies across a word junction, so, for example, to the word in when this is followed by a word starting with s or f.

E.g. **in** agrō but **īn** suō agrō.

A few words, such as ibi, ubi and octo, end in vowels which can be pronounced long or short. In these cases, we have not marked the vowel, but in practice you will probably find it easier to pronounce the vowel as long.

## Diphthongs

Where two vowels are pronounced as *one* sound (as in the English *boil*, or *wait*), this is called a **diphthong** and the resulting syllable will always be long. For example the -ae at the end of the word *puellae* is a diphthong. Diphthongs, because they are always long, are not marked with a macron.

The most common diphthongs are:

ae as in eye  
au as in now

Both of these diphthongs are found in the Latin word *nautae* = sailors.

Where two vowels come together but are NOT a diphthong, the first vowel will always be pronounced short. Thus, the *ue* in the word **puellae** is not a diphthong (the word has three syllables), and the *u* is thus pronounced short: **pŭ-ell-ae**.

## Consonants

- C is always 'hard' as in cot, never 'soft' as in century.
- R is always rolled.
- S is always 's' as in bus, never 'z' as in busy.
- V is pronounced as a W.
- GN is pronounced NGN, as in hangnail.
- Latin has no letter J. The Romans used *i* as a consonant instead (thus *Iūlius Caesar*, pronounced Yulius).
- M, at the end of a word, was nasalised and reduced (i.e. only partially pronounced).

## Stress

Just as in English we have a particular way of stressing words, so they did in Latin. We, for example, say *potáto* (with the stress on the *a*). When we learn English words, we automatically learn how to stress them. This would have been the same for the Romans, learning Latin words.

The Romans worked out how to stress a word by looking at its penultimate syllable. Syllables are either long or short. They are long if they contain a long vowel, or if they contain a short vowel followed by two consonants. They are short if they contain a short vowel which is *not* followed by two consonants. Using this information, a Latin word should be stressed as follows:

- The final syllable of a word should never be stressed (e.g. *ámō*, *ámās*, *ámat*, etc.)
- In a word of more than two syllables, if the penultimate syllable is long, stress it (e.g. *amātis* is stressed *amátis*; *amāvistis* is stressed *amāvístis*).
- If the penultimate syllable is short, stress the one before it (e.g. *regitis* is stressed *régitis*).

# Summary of Grammar

## Verbs: active

### Present infinitive: *To love*

amāre      monēre      regere      audire      capere

### Present: *I love, I am loving, I do love*

amō	moneō	regō	audiō	capiō
amās	monēs	regis	audis	capis
amat	monet	regit	audit	capit
amāmus	monēmus	regimus	audīmus	capimus
amātis	monētis	regitis	auditis	capitis
amant	monent	regunt	audiunt	capiunt

### Imperfect: *I was loving, I loved, I used to love*

amābam	monēbam	regēbam	audiēbam	capiēbam
amābās	monēbās	regēbās	audiēbās	capiēbās
amābat	monēbat	regēbat	audiēbat	capiēbat
amābāmus	monēbāmus	regēbāmus	audiēbāmus	capiēbāmus
amābātis	monēbātis	regēbātis	audiēbātis	capiēbātis
amābant	monēbant	regēbant	audiēbant	capiēbant

### Perfect: *I have loved, I loved*

amāvī	monuī	rēxī	audivī	cēpī
amāvistī	monuistī	rēxistī	audivistī	cēpistī
amāvit	monuit	rēxit	audivit	cēpit
amāvimus	monuimus	rēximus	audivimus	cēpimus
amāvistis	monuistis	rēxistis	audivistis	cēpistis
amāvērunt	monuērunt	rēxērunt	audivērunt	cēpērunt

### Imperatives: *Love!*

amā      monē      regē      audī      capē  
amāte      monēte      regite      audite      capite

**Irregular verb: sum, esse, fuī = I am**

Present	Imperfect	Perfect
sum	eram	fuī
es	erās	fuistī
est	erat	fuit
sumus	erāmus	fuimus
estis	erātis	fuistis
sunt	erant	fuērunt

**Imperatives: Be!**

es

este

## Nouns

**1st declension**

Nominative	puella	Girl (subject)
Vocative	puella	O girl
Accusative	puellam	Girl (object)
Genitive	puellae	Of a girl
Dative	puellae	To, for a girl
Ablative	puellā	By, with or from a girl
Nominative	puellae	Girls (subject)
Vocative	puellae	O girls
Accusative	puellās	Girls (object)
Genitive	puellārum	Of the girls
Dative	puellis	To, for the girls
Ablative	puellis	By, with or from the girls

## 2nd declension

Nominative	dominus	puer	magister	bellum
Vocative	domine	puer	magister	bellum
Accusative	dominum	puerum	magistrum	bellum
Genitive	dominī	puerī	magistrī	bellī
Dative	dominō	puerō	magistrō	bellō
Ablative	dominō	puerō	magistrō	bellō
Nominative	dominī	puerī	magistrī	bella
Vocative	dominī	puerī	magistrī	bella
Accusative	dominōs	puerōs	magistrōs	bella
Genitive	dominōrum	puerōrum	magistrōrum	bellōrum
Dative	dominīs	puerīs	magistrīs	bellīs
Ablative	dominīs	puerīs	magistrīs	bellīs

## 2nd declension irregular

Nominative	filius	deus	vir
Vocative	fili	deus	vir
Accusative	filiū	deum	virum
Genitive	filiī (fili)	deī	virī
Dative	filiō	deō	virō
Ablative	filiō	deō	virō
Nominative	filiī	dī (deī)	virī
Vocative	filiī	dī (deī)	virī
Accusative	filiōs	deōs	virōs
Genitive	filiōrum	deōrum (deum)	virōrum (virum)
Dative	filiīs	dīs (deīs)	virīs
Ablative	filiīs	dīs (deīs)	virīs

## Personal pronouns

Nominative	egō	tū	nōs	vōs
Accusative	mē	tē	nōs	vōs

## ○ Cardinal numerals

1	I	ūnus	6	VI	sex
2	II	duō	7	VII	septem
3	III	trēs	8	VIII	octo
4	IV/IIII	quattuor	9	IX	novem
5	V	quīnque	10	X	decem

## ○ Ordinals

1st	prīmus	6th	sextus
2nd	secundus	7th	septimus
3rd	tertius	8th	octāvus
4th	quārtus	9th	nōnus
5th	quīntus	10th	decimus

## ○ Adjectives

### 1st / 2nd declension in -us

	M	F	N
Nominative	bonus	bona	bonum
Vocative	bone	bona	bonum
Accusative	bonum	bonam	bonum
Genitive	bonī	bonae	bonī
Dative	bonō	bonae	bonō
Ablative	bonō	bonā	bonō
Nominative	bonī	bonae	bona
Vocative	bonī	bonae	bona
Accusative	bonōs	bonās	bona
Genitive	bonōrum	bonārum	bonōrum
Dative	bonīs	bonīs	bonīs
Ablative	bonīs	bonīs	bonīs

## 1st / 2nd declension in -er

	M	F	N
Nominative	miser	misera	miserum
Vocative	miser	misera	miserum
Accusative	miserum	miseram	miserum
Genitive	miserī	miserae	miserī
Dative	miserō	miserae	miserō
Ablative	miserō	miserā	miserō
Nominative	miserī	miserae	misera
Vocative	miserī	miserae	misera
Accusative	miserōs	miserās	misera
Genitive	miserōrum	miserārum	miserōrum
Dative	miserīs	miserīs	miserīs
Ablative	miserīs	miserīs	miserīs

	M	F	N
Nominative	pulcher	pulchra	pulchrum
Vocative	pulcher	pulchra	pulchrum
Accusative	pulchrum	pulchram	pulchrum
Genitive	pulchrī	pulchrae	pulchrī
Dative	pulchrō	pulchrae	pulchrō
Ablative	pulchrō	pulchrā	pulchrō
Nominative	pulchrī	pulchrae	pulchra
Vocative	pulchrī	pulchrae	pulchra
Accusative	pulchrōs	pulchrās	pulchra
Genitive	pulchrōrum	pulchrārum	pulchrōrum
Dative	pulchrīs	pulchrīs	pulchrīs
Ablative	pulchrīs	pulchrīs	pulchrīs

# Latin – English vocabulary

ā/ab + abl. = by, from  
absūm, abesse, āfui = I am absent  
ad + acc. = to, towards  
adsum, adesse, adfui = I am present  
aedificō, -āre, -āvī, -ātum = I build  
ager, agrī, m. = field  
agricola, -ae, m. = farmer  
altus, -a, -um = high, deep  
amicus, amicī, m. = friend  
amō, -āre, -āvī, -ātum = I love, like  
ancilla, -ae, f. = slave-girl  
aqua, -ae, f. = water  
audiō, audire, audivī, auditum = I hear  
aurum, -ī, n. = gold  
auxilium, -iī, n. = help  
bellum, bellī, n. = war  
bene = well  
bibō, bibere, bibī = I drink  
bonus, -a, -um = good  
caelum, -ī, n. = sky  
cantō, -āre, -āvī, -ātum = I sing  
capiō, -ere, cēpī, captum = I capture, take  
cibus, cibī, m. = food  
clāmō, -āre, -āvī, -ātum = I shout  
clārus, -a, -um = famous, clear, bright  
cōstituō, -ere, cōstitui, cōstitutum = I decide  
cōsūmō, -ere, cōsūmpsī, cōsūmptum = I eat  
contrā + acc. = against  
cum + abl. = with  
cupiō, -ere, cupivī, cupitum = I want, desire  
cūr? = why?  
currō, currere, cucurri, cursum = I run  
dē + abl. = down from, concerning  
dea, -ae, f. = goddess  
decem = ten  
decimus, -a, -um = tenth  
deinde = then  
dēleō, -ēre, dēlēvī, dēlētum = I destroy  
deus, deī, m. = god  
dicō, dicere, dixī, dictum = I say  
discēdō, -ere, discessī, discessum = I depart  
diū = for a long time  
dō, dāre, dedī, dātum = I give  
dominus, dominī, m. = lord, master

dormiō, -īre, -īvī, -itum = I sleep  
dūcō, dūcere, dūxī, ductum = I lead  
duō = two  
ē/ex + abl. = out of  
egō = I  
equus, equī, m. = horse  
et = and  
etiam = also, even  
faciō, -ere, fēcī, factum = I do, make  
fēmina, -ae, f. = woman  
fessus, -a, -um = tired  
festinō, -āre, -āvī, -ātum = I hurry  
filia, -ae, f. = daughter  
filius, filiī, m. = son  
fortiter = bravely  
gladius, gladiī, m. = sword  
habeō, -ēre, habuī, habitum = I have  
habitō, -āre, -āvī, -ātum = I live (in)  
hasta, -ae, f. = spear  
hīc = here  
iaciō, -ere, iēcī, iactum = I throw  
iam = now, already  
ibi = there  
igitur = therefore  
in + abl. = in, on  
in + acc. = into, on to  
incola, -ae, c. = inhabitant  
īnsula, -ae, f. = island  
intrō, -āre, -āvī, -ātum = I enter  
īra, -ae, f. = anger  
īrātus, -a, -um = angry  
itaque = therefore  
iterum = again  
iubeō, -ēre, iussī, iussum = I order  
labōrō, -āre, -āvī, -ātum = I work  
laetus, -a, -um = happy  
laudō, -āre, -āvī, -ātum = I praise  
legō, legere, lēgī, lectum = I read, choose  
liber, librī, m. = book  
locus, -ī, m. = place  
lūdō, -ere, lūsī, lūsum = I play  
magister, magistrī, m. = master  
magnopere = greatly, very much  
magnus, -a, -um = big, great

malus, -a, -um = bad  
 maneō, -ēre, mānsī, mānsum = I remain  
 miser, misera, miserum = miserable, wretched, unhappy  
 mittō, mittere, mīsī, missum = I send  
 moneō, -ēre, monuī, monitum = I warn, advise  
 moveō, -ēre, mōvī, mōtum = I move  
 mox = soon  
 multus, -a, -um = much, many  
 mūrus, mūrī, m. = wall  
 nauta, -ae, m. = sailor  
 nāvīgō, -āre, -āvī, -ātum = I sail  
 -ne ...?: asks a question  
 necō, -āre, -āvī, -ātum = I kill  
 nōn = not  
 nōnus, -a, -um = ninth  
 nōs = we  
 noster, nostra, nostrum = our  
 nōtus, -a, -um = well-known  
 novem = nine  
 novus, -a, -um = new  
 numquam = never  
 nūntius, nūntiī, m. = messenger  
 octāvus, -a, -um = eighth  
 octo = eight  
 ōlim = once upon a time  
 oppidum, oppidī, n. = town  
 oppugnō, -āre, -āvī, -ātum = I attack  
 ostendō, -ere, ostendi, ostentum = I show  
 parō, -āre, -āvī, -ātum = I prepare  
 parvus, -a, -um = small  
 patria, -ae, f. = country, fatherland  
 per + acc. = through  
 periculum, periculī, n. = danger  
 perterritus, -a, -um = terrified  
 poēta, -ae, m. = poet  
 pōnō, -ere, posuī, positum = I place  
 portō, -āre, -āvī, -ātum = I carry  
 primus, -a, -um = first  
 proelium, -iī, n. = battle  
 prope + acc. = near  
 puella, -ae, f. = girl  
 puer, puerī, m. = boy  
 pugnō, -āre, -āvī, -ātum = I fight  
 pulcher, pulchra, pulchrum = beautiful  
 quārtus, -a, -um = fourth  
 quattuor = four  
 quid? = what?

quīnque = five  
 quintus, -a, -um = fifth  
 quis? = who?  
 quod = because  
 rēgina, -ae, f. = queen  
 regō, regere, rēxī, rēctum = I rule  
 respondeō, -ēre, respondi, respōnsum = I answer  
 rīdeō, -ēre, rīsī, rīsum = I laugh, smile  
 rogō, -āre, -āvī, -ātum = I ask  
 Rōmānus, -a, -um = Roman  
 sacer, sacra, sacrum = sacred  
 saepe = often  
 saevus, -a, -um = savage  
 sagitta, -ae, f. = arrow  
 scribō, -ere, scripsi, scriptum = I write  
 scūtum, scūtī, n. = shield  
 secundus, -a, -um = second  
 sed = but  
 semper = always  
 septem = seven  
 septimus, -a, -um = seventh  
 servus, servi, m. = slave  
 sex = six  
 sextus, -a, -um = sixth  
 sic = so, thus  
 socius, -iī, m. = companion, ally  
 spectō, -āre, -āvī, -ātum = I watch  
 statim = immediately  
 stō, -āre, steti, stātum = I stand  
 subitō = suddenly  
 sum, esse, fui = I am  
 superō, -āre, -āvī, -ātum = I overcome  
 suus, -a, -um = his own, her own, its own, their own  
 tamen = however  
 tandem = at last  
 templum, templī, n. = temple  
 teneō, -ēre, tenuī, tentum = I hold  
 terra, -ae, f. = land, ground  
 terreō, -ēre, terruī, territum = I frighten  
 tertius, -a, -um = third  
 timeō, -ēre, timuī = I fear  
 trāns + acc. = across  
 trēs = three  
 tū = you (sing.)  
 turba, -ae, f. = crowd  
 tūtus, -a, -um = safe  
 tuus, -a, -um = your (of you (sing.))  
 ubi = when

ubi? = where?

unda, -ae, f. = wave

ūnus = one

validus, -a, -um = strong

veniō, venīre, vēnī, ventum = I come

ventus, -ī, m. = wind

verbum, verbī, n. = word

vester, vestra, vestrum = your (of you (pl.))

via, -ae, f. = road, street, way

videō, -ēre, vīdī, vīsum = I see

vīnum, -ī, n. = wine

vir, virī, m. = man

vocō, -āre, -āvī, -ātum = I call

vōs = you (pl.)

# English – Latin vocabulary

About (concerning) = *dē + abl.*  
Absent, I am = *absum, abesse, āfui*  
Across = *trāns + acc.*  
Advise, I = *moneō, -ēre, monuī, monitum*  
Again = *iterum*  
Against = *contrā + acc.*  
Along = *per + acc.*  
Already = *iam*  
Also = *etiam*  
Always = *semper*  
Am, I = *sum, esse, fui*  
And = *et*  
Anger = *ira, -ae, f.*  
Angry = *irātus, -a, -um*  
Answer, I = *respondeō, -ēre, respondi, respōnsum*  
Arrow = *sagitta, -ae, f.*  
Ask, I = *rogō, -āre, -āvī, -ātum*  
At last = *tandem*  
Attack, I = *oppugnō, -āre, -āvī, -ātum*  
Bad = *malus, -a, -um*  
Battle = *proelium, -ii, n.*  
Beautiful = *pulcher, pulchra, pulchrum*  
Because = *quod*  
Big = *magnus, -a, -um*  
Book = *liber, librī, m.*  
Boy = *puer, puerī, m.*  
Bravely = *fortiter*  
Bright = *clārus, -a, -um*  
Build, I = *aedificō, -āre, -āvī, -ātum*  
But = *sed*  
Call, I = *vocō, -āre, -āvī, -ātum*  
Capture, I = *capiō, -ere, cēpī, captum*  
Carry, I = *portō, -āre, -āvī, -ātum*  
Choose, I = *legō, legere, lēgī, lectum*  
Clear = *clārus, -a, -um*  
Come, I = *veniō, venīre, vēnī, ventum*  
Companion = *socius, -ii, m.*  
Concerning = *dē + abl.*  
Country, fatherland = *patria, -ae, f.*  
Crowd = *turba, -ae, f.*  
Danger = *perīculum, perīculī, n.*  
Daughter = *filia, -ae, f.*  
Decide, I = *cōstituō, -ere, cōstituī, cōstitutum*  
Deep = *altus, -a, -um*  
Depart, I = *discēdō, -ere, discessī, discessum*  
Destroy, I = *dēleō, -ēre, dēlēvī, dēlētum*

Do, I = *faciō, -ere, fēcī, factum*  
Down from = *dē + abl.*  
Drink, I = *bibō, bibere, bibī*  
Eat, I = *cōsūmō, -ere, cōsūmpsī, cōsūptum*  
Eight = *octo*  
Eighth = *octāvus, -a, -um*  
Enter, I = *intrō, -āre, -āvī, -ātum*  
Even, also = *etiam*  
Famous = *clārus, -a, -um; nōtus, -a, -um*  
Farmer = *agricola, -ae, m.*  
Fatherland = *patria, -ae, f.*  
Fear, I = *timeō, -ēre, timuī*  
Field = *ager, agrī, m.*  
Fifth = *quīntus, -a, -um*  
Fight, I = *pugnō, -āre, -āvī, -ātum*  
First = *prīmus, -a, -um*  
Five = *quīnque*  
Food = *cibus, cibī, m.*  
For a long time = *diū*  
Four = *quattuor*  
Fourth = *quārtus, -a, -um*  
Friend = *amicus, amicī, m.*  
Frighten, I = *terreō, -ēre, terruī, territum*  
Frightened = *perterritus, -a, -um*  
From = *ā/ab + abl.*  
Girl = *puella, -ae, f.*  
Give, I = *dō, dāre, dedī, dātum*  
God = *deus, deī, m.*  
Goddess = *dea, -ae, f.*  
Gold = *aurum, -ī, n.*  
Good = *bonus, -a, -um*  
Great = *magnus, -a, -um*  
Greatly = *magnopere*  
Ground = *terra, -ae, f.*  
Happy = *laetus, -a, -um*  
Have, I = *habeō, -ēre, habuī, habitum*  
Hear, I = *audiō, audīre, audīvī, auditum*  
Help = *auxilium, -ii, n.*  
Her (own) = *suus, -a, -um*  
Here = *hīc*  
High = *altus, -a, -um*  
His (own) = *suus, -a, -um*  
Laugh, I = *rīdeō, -ēre, rīsī, rīsum*  
Hold, I = *teneō, -ēre, tenuī, tentum*  
Horse = *equus, equī, m.*  
However = *tamen*

Hurry, I = festinō, -āre, -āvi, -ātum	Queen = rēgīna, -ae, f.
I = egō	Read, I = legō, legere, lēgī, lectum
Immediately = statim	Remain, I = manēō, -ēre, mānsī, māsum
In = in + abl.	Road = via, -ae, f.
Inhabitant = incola, -ae, c.	Roman = Rōmānus, -a, -um
Into = in + acc.	Rule, I = regō, regere, rēxī, rēctum
Island = īnsula, -ae, f.	Run, I = currō, currere, cucurrī, cursum
Its (own) = suus, -a, -um	Sacred = sacer, sacra, sacrum
Kill, I = necō, -āre, -āvi, -ātum	Safe = tūtus, -a, -um
Land = terra, -ae, f.	Sail, I = nāvīgō, -āre, -āvi, -ātum
Lead, I = dūcō, dūcere, dūxī, ductum	Sailor = nauta, -ae, m.
Like, I = amō, -āre, -āvi, -ātum	Savage = saevus, -a, -um
Listen (to), I = audiō, audire, audīvī, auditum	Say, I = dicō, dicere, dixī, dictum
Little = parvus, -a, -um	Second = secundus, -a, -um
Live (in), I = habitō, -āre, -āvi, -ātum	See, I = videō, -ēre, vidī, visum
Lord = dominus, dominī, m.	Send, I = mittō, mittere, misī, missum
Love, I = amō, -āre, -āvi, -ātum	Seven = septem
Make, I = faciō, -ere, fēcī, factum	Seventh = septimus, -a, -um
Man = vir, virī, m.	Shield = scūtum, scūtī, n.
Many = multus, -a, -um	Shout, I = clāmō, -āre, -āvi, -ātum
Master, lord = dominus, dominī, m.	Show, I = ostendō, -ere, ostendī, ostentum
Master, teacher = magister, magistrī, m.	Sing, I = cantō, -āre, -āvi, -ātum
Messenger = nūntius, nūntiī, m.	Six = sex
Miserable = miser, misera, miserum	Sixth = sextus, -a, -um
Move, I = moveō, -ēre, mōvī, mōtum	Sky = caelum, -ī, n.
Much = multus, -a, -um	Slave = servus, servī, m.
Near = prope + acc.	Slave-girl = ancilla, -ae, f.
Never = numquam	Sleep, I = dormiō, -īre, -ivī, -itum
New = novus, -a, -um	Small = parvus, -a, -um
Nine = novem	So, thus = sic
Ninth = nōnus, -a, -um	Son = filius, filiī, m.
Not = nōn	Soon = mox
Now = iam	Spear = hasta, -ae, f.
Often = saepe	Stand, I = stō, -āre, steti, stātum
On = in + abl.	Street = via, -ae, f.
On to = in + acc.	Strong = validus, -a, -um
Once upon a time = olim	Suddenly = subito
One = ūnus	Sword = gladius, gladii, m.
Order, I = iubeō, -ēre, iussī, iussum	Take, I = capiō, -ere, cēpī, captum
Our = noster, nostra, nostrum	Temple = templum, templī, n.
Out of = ē/ex + abl.	Ten = decem
Overcome, I = superō, -āre, -āvi, -ātum	Tenth = decimus, -a, -um
Place = locus, -ī, m.	Terrified = perterritus, -a, -um
Place, I = pōnō, -ere, posuī, positum	Terrify, I = terreō, -ēre, terruī, territum
Play, I = lūdō, -ere, lūsī, lūsum	Their (own) = suus, -a, -um
Poet = poēta, -ae, m.	Then = deinde
Praise, I = laudō, -āre, -āvi, -ātum	There = ibi
Prepare, I = parō, -āre, -āvi, -ātum	Therefore = igitur; itaque
Present, I am = adsum, adesse, adfui	Third = tertius, -a, -um

Three = trēs  
 Through = per + acc.  
 Throw, I = iaciō, -ere, iēcī, iactum  
 Thus = sic  
 Tired = fessus, -a, -um  
 To (towards) = ad + acc.  
 Towards = ad + acc.  
 Town = oppidum, oppidī, n.  
 Two = duō  
 Unhappy = miser, misera, miserum  
 Wall = mūrus, mūrī, m.  
 Want, I = cupiō, -ere, cupivī, cupitum  
 War = bellum, bellī, n.  
 Warn, I = moneō, -ēre, monuī, monitum  
 Watch, I = spectō, -āre, -āvī, -ātum  
 Water = aqua, -ae, f.  
 Wave = unda, -ae, f.  
 We = nōs  
 Well = bene

Well-known = nōtus, -a, -um  
 What? = quid?  
 When = ubi  
 Where? = ubi?  
 Who? = quis?  
 Why? = cūr?  
 Wind = ventus, -ī, m.  
 Wine = vīnum, -ī, n.  
 With (together with) = cum + abl.  
 Woman = fēmina, -ae, f.  
 Word = verbum, verbī, n.  
 Work, I = labōrō, -āre, -āvī, -ātum  
 Wretched = miser, misera, miserum  
 Write, I = scribō, -ere, scripsī, scriptum  
 You (sing.) = tū  
 You (pl.) = vōs  
 Your (of you (sing.)) = tuus, -a, -um  
 Your (of you (pl.)) = vester, vestra, vestrum

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